DOCUMENT RESUME

ED 065 968 EC 042 836

TITLE	Aurally Handicapped - Programs; A Selective Bibliography.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jul 72
NOTE	32p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Abstracts; *Aurally Handicapped; *Bibliographies; *Educational Programs; *Exceptional Child Education

ABSTRACT

The selected bibliography on educational programs for the aurally handicapped contains approximately 90 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1971. (CB)

ED 065968

AURALLY HANDICAPPED—PROGRAMS

A Selective Bibliography

July, 1972

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 042 836 E

Exceptional Child Bibliography Series No. 624

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in *Exceptional Child Education Abstracts*, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

(Make checks payable to) **EXCEPTIONAL CHILD EDUCATION ABSTRACTS** The Council for Exceptional Children
1411 S. Jefferson Davis Highway, Jefferson Plaza, Suite 900, Arlington, Virginia 22202

Please enter my order for subscription(s) to Exceptional Child Education Abstracts.

Back Volumes Available
Volume I (5 issues)
Volume II (4 issues)
Volume III (4 issues)

_____ Institutional Subscriptions Vol. IV (4 issues)–$50
_____ Supplementary Subscriptions *(will be shipped to address below)*–$25 each
_____ Back Volumes for Institutions–$40 each
_____ Eligible for individual subscriptions–$35 each
_____ Eligible for individual CEC member rate–$25 each
_____ Back Volumes for individual subscribers–$35 each
_____ Back Volumes for CEC members–$25 each

☐ Check enclosed ☐ Please bill me ☐ My P.O. No. is _____
☐ I want information on ECEA and other CEC publications

Institution _____

Name _____

Address _____

_____
City State* Zip

Sample Abstract Entry

Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc
indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Summary
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

TERMS SEARCHED

Index terms used to retrieve information on Aurally Handicapped Programs from the Center's computer file of abstracts are listed alphabetically below:

Audiometric Tests
Audition (Physiology)
Auditory Evaluation
Auditory Tests
Aurally Handicapped
Cued Speech
Deaf
Deaf Education
Deaf Interpreting
Exceptional Child Education
Exceptional Child Research
Finger Spelling
Hard of Hearing
Hearing Aids
Hearing Loss
Hearing Therapists
Hearing Therapy
Manual Communication
Sign Language
Visible Speech

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Annals of the Deaf
American Journal of Mental Deficiency
British Journal of Disorders of Communication
Bureau Memorandum
Exceptional Children
Hearing and Speech News
Journal of Learning Disabilities
Journal of Rehabilitation of the Deaf
New Outlook for the Blind
Teacher of the Deaf
TEACHING Exceptional Children
Volta Review
Young Children

ABSTRACTS

ABSTRACT 10023

EC 01 0023 ED 010 920
Publ Date 66 39p.
Quill, Leonora A.; Glenz, Grace A.
Guidelines for Teachers, Plans for Development of Expressive Connected Language Concepts and Specific Achievements for Children Who Have Impaired Hearing.
Champaign Community Unit 4 Schools, Illinois
EDRS Price 0.25;1.64

Descriptors: exceptional child education; language; curriculum; aurally handicapped; speech education; language handicaps; deaf education; expressive language; structural analysis; language development; language instruction; program guides; deaf; children; curriculum guides

A program for developing the faculties of deaf children through language training is described in this guide. This curriculum attempts to ensure sequential learning for deaf students as well as to provide teachers with an overall picture of the development of language. Materials are arranged according to eight levels. A linguistic approach to the learning of language is outlined. Principles of learning language are stated concisely and the 3-fold obligation that the teacher has in using the curriculum is delineated. The achievements in expressive language at each of the levels are presented by charts which detail activities and concepts. A bibliography of 34 items is included. (DF)

ABSTRACT 10084

EC 01 0309 ED 015 568
Publ. Date 63
Harris, Grace M.
Language for the Preschool Deaf Child.
EDRS Price 0

Descriptors: exceptional child education; aurally handicapped; language; preschool children; deaf; teaching guides; language development; language instruction; responsibility; learning activities; lesson plans; lipreading; parent child relationship; parent education; parent responsibility; reading readiness; records (forms); sensory experience; nursery schools; auditory training; children; community; speech instruction; adjustment (to environment)

Written for both parents and teachers, this book presents concrete suggestions regarding the adjustment of the deaf child and his family to the community in which they live. Speech, speech reading, auditory training, reading readiness, and other developmental activities are discussed in relation to language development. Fundamental language training and activities for language development are described. There are 115 specific lesson plans covering the above categories. The last section presents information for organizing a nursery school for hearing-impaired children. The physical facilities, staff, equipment, supplies, teaching materials, and record forms are described. A bibliography of 223 references is included. This document was published by Grune and Stratton, 381 Park Avenue South, New York, New York 10016, and is available for $7.25. (EB)

ABSTRACT 10128

EC 01 0128 ED 016 343
Publ. Date 67
Griffiths, Ciwa
On Conquering Childhood Deafness, a New Technique for Overcoming Hearing Problems in Infants and Children.
EDRS Price 0

Descriptors: exceptional child research; preschool children; aurally handicapped; teaching methods; deaf; children; infants; hearing aids; aural stimuli; auditory training; auditory evaluation; auditory tests; Hear Foundation; Hearing Education Through Auditory Research Foundation

A technique for overcoming hearing problems in infants and children is described in this book which also reports on 10 years of HEAR (Hearing Education through Auditory Research) Foundation achievements. Any child is eligible for audiometric evaluation and/or therapy at the Foundation, which routinely fits children with binaural aids. Explanations are given for auditory procedures, techniques for auditory training and screening of infants, and the fitting of the binaural aids--two separate units with microphones, power controls, and receivers. The Hear training unit 1a, which can supply an amount of sound equivalent to the amount of loss in any frequency range, is described. The importance of the early use of amplified sound is stressed. A study of 42 infants, from age 30 days to 33 weeks, who were fitted with binaural aids as soon as a hearing loss was discovered, is reported. Aids were worn all day and therapy ranged from 6 weeks to more than 1 year. Of the infants, 74 percent became normally responsive. Theories for the change in hearing level are presented. All 42 infant case studies are briefly discussed. The appendixes include photographs of hard of hearing children, a description of the Hearometer used for screening, and ables containing details of the infant study. This document is available from Exposition Press, Inc., 386 Park Avenue South, New York, New York 10016 for $5.00. (GD)

ABSTRACT 10171

EC 01 0171 ED 026 320
Publ. Date 67
Dale, D. M. C.
Deaf Children at Home and at School.
EDRS Price 0

Descriptors: exceptional child education; aurally handicapped; teaching methods; deaf; children; parent teacher cooperation; pathology; etiology; parent school relationship; regional planning; reading; learning activities; child rearing; family life; intelligence tests; audiometric tests; language development; social adjustment; lipreading; language instruction; speech instruction; hearing aids; auditory training; records (forms); regular class placement; adults

Written as an introductory text for people who care for children with defective hearing, the book discusses factors found to be helpful in the educational and social treatment of deaf children. After some basic information about deafness is provided, the young child and his family, cooperation between home and school, regional services for deaf children, and deaf children in ordinary schools are considered. Also treated are language development in the young child, the development of language in school, the teaching of reading, and speech teaching. Materials on school records and on deaf adults are included. Appendixes cover social advice, idiom, vocabulary, lipreading, and language activities. A conclusion and a 96-item bibliography are given. This document is available from Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703. (JD)

ABSTRACT 10247

EC 01 0247 ED 018 047
Publ. Date 66 170p.
Stepp, Robert E.
Systems Approach in Deaf Education, Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, April 4-6, 1966).
Nebraska Univ., Lincoln, Teachers Coll.
EDRS Price 0.50;4.36

Descriptors: exceptional child education; aurally handicapped; teaching methods; deaf; instructional technology; systems concepts; language arts; overhead projectors; instructional films; books; visual learning; auditory perception; teaching techniques; instructional media; media research; films; aural learning; hearing aids; instructional materials

Proceedings from the 1966 Symposium on Research and Utilization of Educational Media for Teaching the Deaf include keynote addresses and discussion papers. A summary of the conference's activities and purposes is followed by Robert Heinich's explanation of Application of Systems Concepts to Instruction. Discussion papers on instructional subsystems (projected materials, printed materials, and electronic resources) include Synthesizing Language Art Skills with the Overhead Projector by Alice A. Kent, 8mm Film and the Education of Handicapped Children by Joan Rosengren Forsdale,

The Learner and the Printed Page--The Place of Graphics in a Learning System by Adrian B. Sanford, The Auditory Channel in the Education of Deaf Children by Robert Frisina, and a Rationale for Decision--Selecting the Right Tool for the Job by Robert M. Diamond. S.N. Postlethwait's description of A Multi-Faceted Approach to Teaching is followed by Robert J. Schmitt's discussion paper on A Multi-Media Approach in the Classroom for the Deaf. Harriet Green Kopp's analysis of Applications of Systems Concept to Teaching the Deaf is included and a symposium discussion summary is provided by Marie Focht. Biographic information precedes each paper or address. Bibliographies and figures are sometimes given. Appendixes present the conference program and the roster of its participants. Explanations of the Library Survey Project and the Educational Research Information Center are appended. This document is the American Annals of the Deaf, Volume 111, Number 5, pages 596-703, November 1966. (JD)

ABSTRACT 10392

EC 01 0392 ED 014 828
Publ. Date 63
Hart, Beatrice Ostern
Teaching Reading to Deaf Children. The Lexington School for the Deaf Education Series, Book, IV.
Lexington Sch. For Deaf, New York, N. Y.
Alexander Graham Bell Assn. For The Deaf, Washington, D. C.
EDRS Price 0

Descriptors: exceptional child education; reading; teaching methods; aurally handicapped; deaf; reading instruction; reading programs; instructional materials; adolescents; beginning reading; children; developmental reading; functional reading; learning activities; preschool children; preschool education; reading development; reading materials; teaching guides; teaching procedures; Lexington School for the Deaf

The Lexington School for the Deaf Educational Series consists of a collection of monographs, representing the thinking of skilled teachers in a particular subject area. This monograph presents teachers of the deaf with a developmental program for teaching reading. The philosophy of this program is explained, and various techniques for motivation and evaluation are discussed. The use of instructional materials, and an organized sequence of reading experiences are explained. The book defines developmental levels (flexible to allow for uneven progress of deaf children) for teaching reading and explores methods for attaining different goals at each age level. On the preschool level, satisfying experience with language is discussed. Various techniques for improving memory, classification and generalization skills, visual discrimination, and visual-motor skills are presented. For the primary level (grades 1 and 2, ages 6 to 9) the following skills are discussed--sight vocabulary, word recognition, reading in thought units, beginning use of the dictionary, interest in stories, and dramatic play. For the intermediate level (grades 3 to 5, ages 9 to 12) independent reading and selection of reading materials is discussed. The objectives presented for the advanced level (ages 12 to 17) are development of study skills, critical reading, and appreciation of literature. Each section contains examples of instructional materials. A 76-item bibliography of books, pamphlets, manuals, and workbooks is included. (JB)

ABSTRACT 10397

EC 01 0397 ED 013 521
Publ. Date 64
Ewing, Alexander; Ewing, Ethel C.
Teaching Deaf Children to Talk.
EDRS Price 0

Descriptors: exceptional child education; language; aurally handicapped; speech instruction; hearing aids; lipreading; speech; audition (physiology); children; deaf; hard of hearing; learning readiness; parent counseling; parent role; speech evaluation; teaching guides; speech pathology; verbal development

Designed as a text for audiologists and teachers of hearing impaired children, this book presents basic information about spoken language, hearing, and lipreading. Methods and results of evaluating spoken language of aurally handicapped children without using reading or writing are reported. Various types of individual and group hearing aids are explained. Principles and methods are suggested for the guidance of parents of aurally handicapped children. Guidelines for the classroom speech instruction of (1) children under 5 years of age and (2) children aged 5 to 8 are discussed. Initial stages of speech development for the aurally handicapped and methods designed to produce speech and articulation readiness are treated. Information about the sound patterns of speech (acoustic phonetics) and production of sound by speech organs (motor phonetics) is presented for vowels and consonants. Reference lists contain 87 citations. This document was published by the Volta Bureau, Washington, D.C., and is available for $6.95. (HK)

ABSTRACT 10418

EC 01 0418 ED 013 014
Publ. Date 19 May 67
Oyer, Herbert J.
Auditory Communication for the Hard of Hearing.
EDRS Price 0

Descriptors: exceptional child education; aurally handicapped; auditory training; hard of hearing; equipment; instructional materials; speech development; adjustment (to environment); auditory perception; language development; curriculum evaluation; listening skills; group instruction; individual instruction; multiply handicapped; lipreading; speech therapy

Designed for students and practicing speech pathologists and audiologists, this book discusses the history of auditory training, problems associated with hearing loss, the development of oral language, basic concepts of auditory perception, and specific aspects of auditory training. Such aspects include (1) factors relating to auditory training, (2) the interrelationship of language, auditory training, lip reading, speech therapy, and other modalities, (3) auditory training equipment, and (4) the relative merits associated with group and individual auditory training sessions. Problems involved in auditory training with multiply handicapped individuals are discussed. Included is a review of recorded and printed auditory training materials as well as suggestions for evaluating the effectiveness of auditory training. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $5.50. (EB)

ABSTRACT 10451

EC 01 0451 ED 014 188
Publ. Date 65 154p.
Education of the Deaf, a Report to the Secretary of Health, Education, and Welfare by His Advisory Committee on the Education of the Deaf.
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS Price 0.75;6.24

Descriptors: exceptional child education; aurally handicapped; educational needs; deaf; adolescents; adults; children; college programs; educational programs; elementary education; federal programs; post secondary education; preschool programs; research; secondary education; teacher education; Gallaudet College; Advisory Committee on the Education of the Deaf

In an effort to define problems which confront deaf individuals and those who are responsible for their education and development, an advisory committee was appointed in March 1964 by the Secretary of Health, Education, and Welfare. In this report the committee presents considerations and recommendations on the following subjects--(1) preschool, elementary, and secondary education, (2) selection of educational programs for deaf persons, (3) post-high school programs for the deaf, (4) Gallaudet College, (5) federal programs, and (6) research relevant to deaf education. In addition, tables and charts to clarify the statistics are presented. The appendixes to the study include historical background of deaf education, a discussion of deaf education in five european countries, and selected data submitted by schools and classes for the deaf. (EB)

ABSTRACT 10537

EC 01 0537 ED 022 313
Publ. Date 68 34p.
Competencies Needed by Teachers of Hearing Impaired Children: Deaf and Hard of Hearing.
American Organization For Education

Of The Hearing Impaired, Washington, D. C.
EDRS mf, hc
Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($1.50).

Descriptors: exceptional child education; aurally handicapped; professional education; standards; hard of hearing; deaf; teacher education; teacher qualifications; teacher characteristics; psychological tests; speech; language development; family school relationship; social adjustment; auditory perception; curriculum

Prepared by two committees of the American Organization for Education of the Hearing Impaired, the pamphlet provides a guide for formulating standards of professional training for teachers of hearing impaired children. Competencies needed by teachers of the deaf are defined in the areas of communication (speech, hearing, language, lipreading, visual perception), curricular adaptation, psychological tests and measurements, social adjustments, home-school relations, and philosophy of education. For teachers of the hard of hearing, competencies explained include personal characteristics of the teacher, knowledge of auditory comprehension, speechreading, speech, language development, other special knowledge, and essential abilities. Seven recent publications on the preparation of teachers of the hearing impaired are cited. (JB)

ABSTRACT 10538

EC 01 0538 ED 021 388
Publ. Date 67 46p.
The Very Young Hearing-Impaired Child.

Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.;
World Federation Of The Deaf, Rome, Italy
EDRS mf, hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; preschool children; language; teaching methods; deaf; individual characteristics; language development; infants; rehabilitation; home instruction; audiologists; speech; parent participation; research projects; World Federation of the Deaf

Five conference papers are presented on deaf preschool children and infants: The Very Young Hearing-Impaired Child by G.M. Harris of Canada; The Organisation and Methods of Educational Work for Deaf Children at the Preschool Age by K. Lundstrom of Sweden; Speech Formation in the Young Deaf Child by B. Wierzchowska and R. Szymanska of Poland; Receptive Language Development in the Deaf Infant, Language Behavior of the 10-24 Month Old Deaf Infant by A.M. Mulholland of Columbia University in New York; and Possibilities of Early Rehabilitation of the Small Deaf Child in Its Home Environment and with the Guidance of the Audiologic-Rehabilitation Centre by R. Szymanska and Z. Pawlowski of Poland. (JD)

ABSTRACT 10578

EC 01 0578 ED 022 284
Publ. Date 16 Oct 67 328p.
Mc Connell, Freeman, Ed.; Ward, Paul H., Ed.
Deafness in Childhood.
Children's Bureau (DHEW), Washington, D. C.;
Tennessee Hearing And Speech Foundation, Nashville
EDRS not available
Vanderbilt University Press, Nashville, Tennessee 37203 ($6.95).
Papers Presented At The National Symposium On Deafness In Childhood (vanderbilt University, Nashville, Tennessee, May 5-6, 1966).

Descriptors: exceptional child research; aurally handicapped; medical evaluation; clinical diagnosis; etiology; pathology; infants; children; auditory evaluation; medical treatment; medical research; learning; visual learning; educational programs; mental development; educational diagnosis; audition (physiology); conference reports; educational needs

Twenty papers from the National Symposium on Deafness in Childhood held in May 1966 cover the fields of otology, audiology, and education of the deaf. An introductory lecture traces the history of deafness in children. The section on diagnosis discusses the testing of hearing in infancy and early childhood, pediatric evaluation, the otologist's responsibility, electrophysiologic evaluation, and psychoeducational evaluation. Five papers on pathology describe sensorineural deafness of genetic origin, acquired viral endolabyrinthitis, the effect of prenatal rubella, congenital deafness of inflammatory origin, and iatrogenic toxic deafness. The section on medical treatment and research includes the genetics of childhood deafness, surgical treatmen' auditory lesions resulting from Rh incompatibility, and audiologic tests. The last section, on audiologic and educational treatment and research, discusses recent trends in deaf education, psychoeducational management, learning with visual and audiovisual presentations, and early life deafness. An epilogue on Hamlet focusing on King Hamlet's death by poison poured into his ear concludes the book. Each section of the book is followed by a general discussion, and each chapter by a reference list. Photographs, figures, and tables are included; and the program committee and speakers are listed. (GD)

ABSTRACT 10608

EC 01 0608 ED N.A.
Publ. Date Nov 65 112p.
Symposium on Research and Utilization of Educational Media for Teaching the Hearing Impaired (Lincoln, Nebraska, May 23-25, 1965).

Nebraska Center For Continuing Education, Lincoln;
Nebraska University, Lincoln, University Extension Division
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf
EDRS not available
American Annals Of The Deaf; V110 N5 P508-620 Nov 1965
Reprint From American Annals Of The Deaf, Volume 110, Number 5, Pages 508-620, November 1965.

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; teaching methods; instructional materials; deaf; media research; learning theories; lipreading; auditory training; reading instruction; language instruction; programed instruction; discrimination learning; computer science education; educational television; instructional films; problem solving; adjustment (to environment)

The proceedings include 13 papers concerned with educational media for the hearing impaired. The following topics are treated: implications of learning theory for the hearing impaired, the use of audiovisual techniques in lipreading, an auditory training program for young deaf children, a research basis for reading instruction, and Project LIFE (Language Improvement to Facilitate Education of hearing impaired children). Also covered are programed discrimination training for lipreaders, teaching punch card operators, television production criteria, problems in audiovisual education, demonstrations of 8mm film projects, language instruction, use of new media and techniques, and hearing problem solving (the Responsive Environments Project). (SN)

ABSTRACT 10646

EC 01 0646 ED 022 297
Publ. Date Mar 68 62p.
Lederer, Joseph
A Follow-Up Report on: Language and Education of the Deaf: Policy Study 1.

Center For Urban Education, New York, New York
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; teaching methods; language; communication (thought transfer); language development; oral communication; children; followup studies; fingerspelling; sign language; language ability; language handicaps; deaf

Repercussions of Language and Education of the Deaf, by Herbert R. Kohl, are examined as a followup. The original study described the education and achievement of profoundly deaf individuals in America, presented a critique of the literature that had grown around the problems of the deaf, and focused on the relative failure of deaf education. Kohl's recommendation that sign language be taught in the schools with oral language as the second language caused a contro-

versy. Contrasting responses from the manualists (favorable) and the oralists (unfavorable) are examined, and the support of Gallaudet College and deaf adults is reported. The range of dissemination of the report at the grass roots and national level is indicated, and includes magazines, newspapers, and TV coverage, quotations from deaf specialists and educators, changes in attitudes toward sign language by adults and others in this country and overseas. Projects in development which support Kohl's viewpoint are described. Twenty-eight notes accompany the report; the appendix contains the Kohl study. (SN)

ABSTRACT 10928

EC 01 0928 ED 026 772
Publ. Date Oct 67 14p.
Luterman, David M.
A Parent-Centered Nursery Program for Preschool Deaf Children. Interim Report.
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062069-1591
BR-6-2069

Descriptors: exceptional child research; aurally handicapped; parent education; preschool children; parent participation; hearing therapy; language development; deaf; group discussion; tutoring; behavior change; parent attitudes; speech instruction; staff orientation; evaluation needs; counseling instructional programs; Tracy Correspondence Course

To try to produce more capable deaf children through early parental education, eight families participated in a 2-semester program. Parents observed the children, age 18 months to 3 1 2 years, receiving language stimulation in free play in a nursery and observed individual therapy based on the Tracy Correspondence Course. Non-directive group meetings encouraged parents to find their own solutions to problems. Therapists met with parents to discuss the goals and techniques of therapy; parents administered therapy first to another child and then to their own. Lecture type and fathers only meetings were also held. Evaluation of program success based on staff observations indicated growth and change in all of the children and in many parents. Almost all children were lipreading, using speech meaningfully, and performing better in social and play situations. Parents seemed to be helped in resolving their intitial confusion, in getting the problem of having a deaf child into perspective, in recognizing that the child was primarily language handicapped, and in appreciating the job of the therapist. (RP)

ABSTRACT 10948

EC 01 0948 ED 026 792
Publ. Date 68 261p.
Designing Instructional Facilities for Teaching the Deaf: The Learning Module; Symposium on Research and Utilization of Educational Media for Teaching the Deaf (4th, Lincoln, Nebraska, February 5-7, 1968).
Nebraska University, Lincoln, Department Of Educational Administration; Midwest Regional Media Center For The Deaf, Lincoln, Nebraska
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc
OEC-3-7-000199-0199(019)

Descriptors: exceptional child education; aurally handicapped; facilities; audiovisual instruction; deaf; instructional technology; acoustics; educational facilities; design needs; architectural programing; facility requirements; lighting; school planning; classroom furniture; multimedia instruction; classroom design; educational specifications; environmental design

Eleven conference papers treat designing learning modules, or complete instructional facilities, for the deaf. The following aspects are considered: the changing classroom, a multimedia approach to teaching American history, a project design for a special school, and educational implications of architecture for the deaf. Further topics are acoustical design of classrooms for the deaf, the use of amplification in educating deaf children, furnishings in the workshop classroom, and lighting in the learning module. Creating environments for learning, providing through architecture for social needs, and planning the deaf child's complete formal education are also discussed; a report from Captioned Films for the Deaf, conference and discussion summaries, foreword, and introduction are provided. Appended are the program and roster of participants. (JD)

ABSTRACT 11071

EC 01 1071 ED 024 174
Publ. Date 67 163p.
Education of the Deaf; The Challenge and the Charge. A Report of the National Conference on Education of the Deaf (Colorado Springs, Colorado, April 12-15, 1967).
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.75).

Descriptors: exceptional child education; aurally handicapped; program planning; educational needs; language handicapped; speech handicapped; multiply handicapped; legislation; deaf; special services; educational problems; emotional problems; psychological needs; communication problems; research needs; medical treatment; mental health; child development; financial support; etiology

Conference keynote addresses present the views of a non-professional on deaf education, a plea for a global approach to the child with auditory problems, a psychiatric approach to the problems of deaf children, and legislation affecting deaf education. Discussions and recommendations are summarized concerning the medical-psychological, management-education, and government-finance areas for four age groups: 0 to 5, 6 to 16, 17 to 21, and 22-plus years. An introduction and summary and impressions are provided; conference organization and participants are listed. (JD)

ABSTRACT 11116

EC 01 1116 ED 028 565
Publ. Date Jan 68 52p.
Goforth, E. Jack
Suggestions and Guidelines for Development of Television Facilities in Schools for the Deaf.
Southern Regional Media Center For The Deaf, Knoxville, Tennessee
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch;
Tennessee University, Knoxville, College Of Education
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; instructional technology; educational television; instructional television; closed circuit television; open circuit television; deaf; educational specifications; media technology; models; systems analysis; equipment; estimated costs; classrooms; campuses; regional programs; national programs; personnel; educational facilities

The various combinations of television equipment suitable for use in deaf education are described in terms of the systems used. The classroom system would consist of two cameras, a videotape recorder, a special effects generator for captioning, and a monitor of sufficient size for classroom viewing. The campus system would have the same capabilities but would be of broadcast quality, requiring a full time manager. The regional system would necessitate establishment of a regional captioning center as an interim project, to be manned by professional staff which would create needed program packages and engage in research and design of software. The national system would provide for electronic captioning for open circuit television. For all the above systems, technical aspects are considered, aand operating and equipment costs are estimated. Staff requirements are specified for campus and regional systems, and equipment layouts are provided for all but the national system. (JD)

ABSTRACT 11188

EC 01 1188 ED 027 677
Publ. Date 68 138p.
Leitman, Allan
Science for Deaf Children. The Lexington School for the Deaf Education Series, Book V.
Lexington School For The Deaf, New

York, New York, The Curriculum Committee
EDRS not available
The Alexander Graham Bell Association For The Deaf, Inc., The Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($4.25).

Descriptors: exceptional child education; aurally handicapped; sciences; teaching methods; curriculum; preschool curriculum; primary grades; intermediate grades; secondary grades; activities; instructional materials; science experiments; science projects; scientific concepts; independent study; biology; physical sciences; deaf

Intended for use by teachers and schools for the deaf, the booklet presents activities and units which may be used in planning and developing a science curriculum. A workshop classroom is described. Attention is given to teaching methods specifically applicable to the deaf. Suggested subject areas, materials, or activities for preschool programs are large muscle movement, the senses, and integrated use of the senses; for primary programs, plants, ice cubes, light and shadows, structures, balance boards and simple machines, the play frame, air and water, simple electrical circuits, and trips; and for intermediate programs, bones, animal husbandry, tadpoles, microecology, time, growing molds, community constructions, mealworms, and rocks (crystal growing and three dimensional models). Physical sciences delineated for the advanced program include astronomy, thermometry, geology, and a school weather station; biological sciences include the study of the microscopic world, incubation of chicken eggs, and anatomy, physiology, and zoology; and extracurricular clubs and ideas are a joint study club, classes in schools for students who hear, and sciences. Appendixes contain plans for equipment and illustrations of completed science projects. (SN)

ABSTRACT 11251

EC 01 1251 ED 026 795
Publ. Date 68 162p.
Mulholland, Ann M.; Fellendorf, George W.
National Research Conference on Day Programs for Hearing Impaired Children (Lake Mohonk, New York, May 10-13, 1967). Final Report.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-7-002540-2006
BR-7-2540

Descriptors: exceptional child education; aurally handicapped; day programs; state programs; day schools; community programs; state legislation; educational needs; administration; school districts; supervisor qualifications; teacher supervision; identification; clinical diagnosis; admission criteria; cooperative planning; preschool children; incidence; demography; special classes

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography. (RP)

ABSTRACT 11330

EC 01 1330 ED N.A.
Publ. Date Nov 67 118p.
The Educational Media Complex: Symposium on Research and Utilization of Educational Media for Teaching the Deaf (3rd, Lincoln, Nebraska, April 10-12, 1967).
Nebraska University Teachers College, Lincoln, Department Of Educational Administration
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf
EDRS not available
American Annals Of The Deaf; V112 N5 P636-754 Nov 1967

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; educational equipment; media technology; audiovisual coordinators; library reference services; information utilization; instructional materials centers; instructional media; inservice teacher education; administration

Papers from a symposium held to facilitate application of technological development of scientific equipment suitable for instruction are given. Included are a report from Captioned Films for the Deaf and discussions on instructional materials centers, the library as an educational media center, audiovisual programs, media personnel and deaf schools, implementation of media programs in deaf schools, and the purpose of educational media in the learning process. A small school instructional materials center's diffusion of innovations for learning is described as well as an inservice education program for teachers of the deaf and media production facilities in schools for the deaf. The symposium discussion summary, program, and roster are included. (SN)

ABSTRACT 11371

EC 01 1371 ED N.A.
Publ. Date Nov 67 6p.
Harris, Grace; Weber, Larry
Babies with Hearing Losses.
Society For Crippled Children And Adults, Manitoba, Winnipeg, Canada, Pre-School Services For The Deaf;
Hearing And Speech Institute, Hamilton, Ontario, Canada
EDRS not available
Volta Review; V69 N9 P604-9 Nov 1967

Descriptors: exceptional child education; aurally handicapped; infants; identification; parent involvement; teaching methods; auditory training; hearing aids; language development; oral communication; preschool children; deaf; hard of hearing; parent education

Early diagnosis of hearing handicaps in infants and some conditions causing deafness are considered; the specialist team approach is suggested for multiply handicapped children. Treatment of babies with hearing losses as soon as the presence of the impairment is established is discussed; methods by which parents can help develop language skills by providing the verbal and contact experiences include talking and singing to the baby; rocking him; looking at pictures with him; playing games; and using blocks, cars, and toys. Providing the infant with a hearing aid fitted by a qualified audiologist is recommended to maintain awareness of sounds. Other suggestions for parents are to try to develop all of the child's senses, cooperate with professionals, maintain reasonable expectations, and avoid overcompensation. (CH)

ABSTRACT 11519

EC 01 1519 ED 029 419
Publ. Date Jul 68 33p.
Lowell, Edgar L.
Home Teaching for Parents of Young Deaf Children. Final Report.
John Tracy Clinic, Los Angeles, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-14-0000-1014
BR-5-0362

Descriptors: exceptional child research; aurally handicapped; parent education; teaching methods; program evaluation; preschool children; deaf; language instruction; rating scales; tutoring; parent attitudes; language development; speech

clinics; Boone Infant Speech and Language Development Scale; John Tracy Clinic

To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a home-like environment, a demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to 1/2 hour in length during the course of the project. Parents could bring other siblings, family members, and materials from their own home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic traditional service program. Language development in the children was assessed with the Boone Scale and changes in the parents' information and attitudes were assessed by scales previously developed at the Clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs. (RJ)

ABSTRACT 11919

EC 01 1919 ED N.A.
Publ. Date 67 44p.
Watson, T. J.
The Use of Residual Hearing in the Education of Deaf Children.
Volta Bureau, Washington, D. C.
EDRS not available
Alexander Graham Bell Association For The Deaf, 1537 35th Street, N. W., Washington, D. C. 20007.
Based On A Course Of Lectures Given At The University Of Minnesota, 1961.

Descriptors: exceptional child education; aurally handicapped; deaf; hard of hearing; auditory tests; testing; hearing aids; acoustics; auditory training; language development; teaching methods

The use of residual hearing in the speech development of hearing handicapped children is considered. Aspects treated include residual hearing in deaf children, acoustical characteristics of speech, and hearing aids. Auditory training is described in terms of its historical development as well as present day practice; the use of hearing aids in the development of speech and language is described from early infancy through nursery and beginning school stages to the elementary and high school levels. Also discussed are the limits of residual hearing, including etiology, age of beginning use, and intelligence. (JD)

ABSTRACT 11952

EC 01 1952 ED N.A.
Publ. Date 58 185p.
Groht, Mildred A.
Natural Language for Deaf Children.
EDRS not available
Alexander Graham Bell Association For The Deaf, Inc., 1537 35th Street, N. W., Washington, D. C., 20007 ($5.50).

Descriptors: exceptional child education; aurally handicapped; teaching methods; language instruction; preschool education; vocabulary development; oral communication; verbal communication; language arts; language skills; writing skills; written language; composition skills (literary)

The development of language in very young children, both hearing and deaf, is described; methods of natural language instruction are suggested for deaf children in nursery school and preschool programs. Also presented are instructional methods for deaf children at eight age levels between first grade and high school graduation, sequentially designed to help these children to grow in awareness, learn by doing, explore new worlds, establish patterns of self expression, enrich self expression through imagination, grow in independence, achieve freedom of expression, prepare for broader horizons, and be on their own. A concluding chapter explains the teacher's role in implementing natural language instruction. (JD)

ABSTRACT 11996

EC 01 1996 ED 031 028
Publ. Date Mar 68 112p.
Habilitation Through Media.
Tennessee University, Knoxville. Department Of Special Education And Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-2-7-000235-0235

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; vocational rehabilitation; audiovisual aids; vocational education; television; programed instruction; projection equipment; overhead projectors; renabilitation centers; vocational counseling; occupational information; personal adjustment; equipment evaluation

Introductory remarks on the multiply handicapped deaf and on media precede an address by Arthur G. Norris on the use of media in the vocational education of the deaf. Also presented are discussions of video technology, programed instruction, projected materials and equipment, the overhead projector, and special devices and materials. Audiovisual media in a rehabilitation center, implications of media for rehabilitation personnel, and comments on these topics are considered; demonstrations are reported in vocational education or training, personal adjustment, occupational information, and applying for a job. Also included are the following: a committee report on materials evaluation, sources of material, panel reactions and comments, recommendations from group discussions, a workshop summary, and a roster of planning committee and workshop members. (RJ)

ABSTRACT 20049

EC 02 0049 ED N.A.
Publ. Date 68 447p.
Lloyd, Glenn T., Ed.
International Research Seminar on the Vocational Rehabilitation of Deaf Persons.
National Association Of The Deaf, Washington, D. C.
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
RD-2643-S

Descriptors: exceptional child services; aurally handicapped; vocational rehabilitation; language development; community programs; vocational counseling; employment problems; family relationship; counseling; genetics; emotional problems; adjustment (to environment); mental health programs; clinical diagnosis; organizations (groups); manual communication; oral communication; deaf research

Opening statements introduce articles which develop the following themes: community service patterns for the aurally handicapped; involvement of the deaf for effective community service; improving individual involvement in society through language; new concepts of language and deaf people; language power for the deaf; proper diagnosis and evaluation for case services; discovery of potentials; improvement of the capacities of the deaf to meet demands of daily living; vocational adjustment; the hearing impaired in the family; marriage and the deaf; mental health needs and mental health services. Discussions, commentary, and a list of seminar participants are included. (RJ)

ABSTRACT 20303

EC 02 0303 ED N.A.
Publ. Date Jan 67 11p.
Cornett, R. Orin
Cued Speech.
EDRS not available
American Annals Of The Deaf; V112 N1 P3-13 Jan 1967

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); language; communication skills; manual communication; lip reading; speech instruction; oral communication; language ability; language skills; language development; cued speech

A review of the conflicts between pure oral and pure manual methods in teaching communication to deaf students concludes that a compromise solution is desired. One method of teaching language to the deaf is cued speech in

which speech is supplemented by synchronized manual cues. Cued speech divides vowels and consonants into groups, each of which has a different hand position (for the vowels) or finger configuration (for the consonants). Three charts list the grouping procedures for vowels, consonants, and diphthongs and illustrate the appropriate hand positions and finger configurations. Cued speech is faster than finger spelling, enables the deaf to self monitor their speech, to raise the level of communication with hearing associates, and to quickly and easily clarify words of phrases or mispronunciations. Cued speech should reduce the emotional and mental damage allegedly produced in deaf children by their inability to communicate orally until they acquire substantial amounts of language understanding and lipreading ability, provide the preschool child with an opportunity for mental and linguistic development nearer that of the hearing child, insure that the deaf child learns to think in the phonemic equivalent of spoken English, eliminate the opportunity to communicate independently of speech and lipreading by maintaining basic dependence upon lipreading, and allow the deaf person to correct his own pronunciation. (RB)

ABSTRACT 20315

EC 02 0315 ED N.A.
Publ. Date 60 383p.
Levine, Edna Simon.
The Psychology of Deafness; Techniques of Appraisal for Rehabilitation.
EDRS not available
Columbia University Press, 440 W. 110th Street, New York, New York 10025.

Descriptors: exceptional child services; aurally handicapped; psychological evaluation; psychotherapy; hearing therapy; case records; audition (physiology); auditory tests; psychoacoustics; auditory evaluation; diagnostic tests; communication problems; rehabilitation; evaluation methods; psychological testing

Guides are provided for the psychological appraisal of adults and children with impaired hearing, interrelating the fields of psychology and rehabilitation for the physically handicapped to the area of the hearing impaired. Deafness is discussed in the framework of psycholinguistic and psychosocial implications, while descriptions of rehabilitation settings for the physically handicapped include psychological practices. Methods and techniques given for psychological examination of the hearing impaired are the case history, interview, testing, and observation techniques which are outlined for adults and children. Attention is given to the psychological report. Clinical and psychological research needs are listed, with suggested scope and organization. Appendixes summarize the function of the ear, classification and causes of hearing impairment, auditory assessment techniques, methods of communication, test publishers, and non-medical organizations for the aurally impaired. (JB)

ABSTRACT 20351

EC 02 0351 ED 013 508
Publ. Date 64 149p.
DiCarlo, Louis M.
The Deaf.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($5.95).
Foundations Of Speech Pathology Series.

Descriptors: exceptional child education; aurally handicapped; identification; communication (thought transfer); deaf; auditory evaluation; language instruction; speech instruction; diagnostic tests; historical reviews; language development; lipreading; speech improvement; speech tests; oral communication; manual communication; speech therapy

Designed for students of speech pathology and audiology and practicing clinicians, this book presents an historical overview of attempts to teach the deaf from before the 15th century through the 20th century. A discussion of diagnostic procedures for auditory disorders in children includes informal testing, play audiometry, speech tests, electrodermal audiometry, and electroencephalic audiometry. Language considerations for the deaf are discussed in terms of language acquisition and language instruction with the oral, manual, and combined methods. Aspects of speech acquisition, speech instruction, and speech production are included. Suggestions are made for further reading, and a bibliography of 478 items is provided. (FL)

ABSTRACT 20840

EC 02 0840 ED 032 708
Publ. Date 68 166p.
Rainer, John D., Ed.; Altshuler, Kenneth Z., Ed.
Psychiatry and the Deaf.
New York State Psychiatric Institute, New York;
New York University, New York, Center For Research And Training In Deafness Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; emotionally disturbed; psychiatry; residential schools; parent counseling; adjustment (to environment); vocational adjustment; counseling; family relationship; institutionalized (persons); case studies (education); schizophrenia; behavior problems; psychological evaluation; group therapy; psychiatric services; state programs; psychotherapy; environmental influences

A compilation of presentations from a meeting on psychiatry and the deaf, the text includes the following discussions: background and history of the New York State mental health program for the deaf; an introduction to the program of the New York School for the Deaf; school psychiatric preventive programs; adjustment problems presented by a panel of deaf adults; and a demonstration of a psychiatric inpatient program including a tour of facilities, case presentations, group therapy, and an occupational therapy workshop. Additional topics considered are theoretical considerations in development and psychopathology of the deaf, diagnostic aspects including psychiatric and psychological examinations, group therapy with adolescents, psychiatric treatment, state wide organization of psychiatric services, alternative communication systems for the deaf, cultural and environmental influences in emotional development, and group psychiatry for the hospitalized deaf. Diagnostic evaluation of hearing impaired children, a pilot program for a state hospital, a plan for a clinical and research program for psychotic patients, and a conference summary are also discussed. (RJ)

ABSTRACT 20943

EC 02 0943 ED 032 668
Publ. Date 68 47p.
1968 Summary Report; Implications for the Use of Television in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; educational television; audiovisual aids; broadcast reception equipment; production techniques; special schools; televised instruction; engineering technology; broadcast industry; program planning; closed circuit television; video tape recordings; engineering technicians; copyrights

The report of a seminar for educators of the deaf on educational television considers sources of programs, copyright problems, cooperative agencies, and sources of financial support. A discussion of technology explores origination facilities and equipment, distribution systems, display systems and special considerations, videotape compatibility, the implications of color, and portable and special equipment. Descriptions of programs utilizing television are presented by the National Technical Institute for the Deaf, the Arkansas School for the Deaf, and the Tennessee School for the Deaf. Suggestions pertinent for program planning are included. (RJ)

ABSTRACT 21008

EC 02 1008 ED N.A.
Publ. Date Apr 64 400p.
Newby, Hayes A.
Audiology.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($6.75).

Descriptors: exceptional child services; aurally handicapped; audiology; auditory tests; auditory training; hearing conservation; testing problems; rehabilita-

tion programs; professional occupations; speech tests; audiometric tests; audition (physiology); hearing aids; screening tests

Designed as a survey of audiology and a reference source for physicians, psychologists, speech pathologists, and interested laymen, the text discusses the anatomy, physiology, and psychology of hearing, theories of hearing, and types of hearing disorders. Chapters on clinical testing explore pure tone (air and bone) and speech tests with specific procedures listed for administering tests, interpreting results and maintaining equipment. Special tests are described for children, for functional problems, and for locating specific sites of lesions. Treated are clinical tests, public school hearing conservation programs, and industrial audiology. A description of the psychology of deafness introduces chapters on training and rehabilitation which is detailed in terms of speech reading, auditory training, speech training, counseling, and hearing aids. A final chapter explores the profession of audiology, listing qualifications, recommended training, and employment opportunities. Appendixes contain materials for audiology audiometry such as Central Institute for the Deaf tests, Children's Spondee Lists, and kindergarten phonetically balanced word lists. (JB)

ABSTRACT 21115

EC 02 1115 ED 025 594
Publ. Date 67 42p.
Trends in Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf. (Ball State University, Muncie, Indiana, July 10-August 11, 1967).
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; attitudes; employment opportunities; conference reports; teacher qualifications; educational trends; instructional improvement; occupational guidance; prevocational education; program development; vocational education; aurally handicapped; Workshop for Improving Instruction of the Deaf

This report contains an overview which traces the technological revolution of the last 50 years and the impact it has had on blue collar workers, especially deaf blue collar workers. The prevocational program is discussed and a vocational program that fits most facilities in schools for the deaf is presented. Desirable vocational teacher qualifications are reviewed, and sources where vocational teachers may be recruited are explored. Suggestions are made regarding areas that may provide increased employment opportunities for the deaf worker of the future. Finally, a list of government programs in the area of and related to vocational education is provided. Basically, these are opportunities which the local school system might explore for purposes of acquiring support. Related documents are VT 005 013 and VT 005 015. (CH)

ABSTRACT 21309

EC 02 1309 ED 025 595
Publ. Date 67 98p.
Trends in Prevocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction for the Deaf. (Ball State University, Muncie, Indiana, July 10-August 11, 1967).
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; conference reports; course descriptions; educational resources; educational trends; graphic arts; home economics; industrial arts; instructional improvement; occupational guidance; prevocational education; Workshop for Improving Instruction for the Deaf

The workshop participants who prepared this vocational report were working representatives of residential day schools for the deaf as well as integrated public school classes for deaf pupils. The age level toward which the materials were directed was determined at between 12 and 15 years of age, a period of transition for many deaf youth. The prevocational committee had two major tasks to perform during the 5-week workshop: preview as many audiovisual materials as time permitted and annotate those selected as being of good quality, and prepare broad curriculum guidelines implementing basic objectives of prevocational education that could be utilized by teachers in any of the above named types of classes for the deaf. The areas of prevocational activity included home economics, graphic arts, and wood, metal, electricity, and industrial handicrafts. Related documents are VT 005 013 and VT 005 014. (CH)

ABSTRACT 21417

EC 02 1417 ED N.A.
Publ. Date Oct 69 16p.
Hess, D. Wilson
Evaluation of the Young Deaf Adult.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V3 N2 P6-21 Oct 1969

Descriptors: exceptional child services; aurally handicapped; psychological evaluation; intelligence tests; personality assessment; academic achievement; aptitude tests; communication skills; young adults

The history of testing and evaluation methods used with the aurally handicapped is reviewed including intelligence tests, personality evaluations, measures of academic achievement, appraisals of communication skills, aptitude and interest testing, and case history data. Some specific tests discussed are the WISC and WAIS, the Raven Matrices, the Rorschach, the Schneidman Make-a-Picture Story Test, and the Stanford and Metropolitan Achievement Tests. The defects and validity of each test are summarized. (JM)

ABSTRACT 21455

EC 02 1455 ED 034 334
Publ. Date Feb 69 130p.
Workshop II: Video Technology & Programs for the Deaf; Current Developments & Plans for the Future.
Southern Regional Media Center For The Deaf, Knoxville, Tennessee; Tennessee University, Department Of Special Education And Rehabilitation
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional television; video tape recordings; electronic equipment; media technology; educational objectives; programed instruction; deaf education; equipment utilization; teacher education; parent education; public affairs education

The Workshop on Video Technology (1969) sponsored by the Southern Regional Media Center for the Deaf explored uses of video technology in deaf education. An introductory lecture points out the potential effectiveness of video technology for gearing programs to individual needs, specifically the needs of the deaf. The necessity for formulating specific objectives in utilizing video hardware, as opposed to random experimentation is considered, and practical experience in industry is outlined in a presentation which describes the use of videotape in training personnel in a telephone company. Limitations and advantages of using videotape in deaf education, and demonstrations presented by institutions of deaf education concerning application of video technology in equipment, techniques for the classroom teacher, and the use of closed circuit television are discussed. A final paper summarizes the workshop in terms of current progress and suggested areas for research. (JB)

ABSTRACT 21466

EC 02 1466 ED 034 344
Publ. Date 69 49p.
A Report of the 1969 Introductory and Advanced Institutes in Programed Instruction and Instructional Systems for Teachers of the Deaf.
Southwest Regional Media Center For The Deaf, Las Cruces, New Mexico
Office Of Education (DHEW), Washington, D. C., Media Services And Captioned Films
EDRS mf,hc
OEC-4-7000183-0183

Descriptors: exceptional child education; programed instruction; aurally handicapped; summer institutes; program evaluation; teacher education; teacher attitudes; teacher evaluation; program descriptions

To provide participants with intensive training in programed instruction, to make them more knowledgeable consumers of programed instruction materials, and to develop programing skills on a professional level so that they could apply the systems approach in development of instructional materials, two training institutes were initiated. A total of 44 teachers of the deaf participated in the institutes which lasted 5 weeks each during the summers of 1968 and 1969. Included are the calendar of events, the instructional program log, programed instructional material developed by the institutes, administrative details, social activities, and evaluations. The overall evaluation was that the institutes were well designed and helpful; a complete breakdown of evaluated areas is provided. Also presented are summaries of the evaluation, the instructor evaluation form, the consultant evaluation form, recommendations, and a roster and photograph of staff, instructors, and participants. (JM)

ABSTRACT 21472

EC 02 1472 ED 034 350
Publ. Date 68 76p.
Battin, R. Ray; Haug, C. Olaf
Speech and Language Delay; A Home Training Program.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: exceptional child education; language handicapped; speech handicapped; teaching methods; motivation; auditory training; parent participation; home programs; memory; visualization; aurally handicapped; language development; retarded speech development; parent role; speech therapy

Designed by the authors as an aid to parents of children with speech and language delay, the book includes information on how language and speech develop, discipline training for children with a speech delay, suggestions for an educational program, methods of stimulation and motivation, training the ear, and auditory and visual memory. Also discussed are the problems of the hearing impaired child and the parent as a teacher. A bibliography, appendixes of children's books, records, organizations, and directories, journals, and magazines are presented. (JM)

ABSTRACT 21473

EC 02 1473 ED 034 351
Publ. Date 67 380p.
Fusfeld, Irving, Ed.
A Handbook of Readings in Education of the Deaf and Postschool Implications.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($18.00).

Descriptors: exceptional child education; aurally handicapped; vocational rehabilitation; educational programs; identification; administration; etiology; preschool programs; language development; vocational education; multiply handicapped; psychological evaluation; teacher education; regular class placement; auditory evaluation; academic education; teaching methods; hearing aids; guidance services; parent role

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the types of school organization and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed. (JM)

ABSTRACT 21699

EC 02 1699 ED N.A.
Publ. Date May 69 7p.
Ross, Mark
Loop Auditory Training Systems for Preschool Hearing Impaired Children.
EDRS not available
Volta Review; V71 N5 P289-5 May 1969

Descriptors: exceptional child education; aurally handicapped; hearing aids; loop induction systems; preschool children, problems; electronic equipment; instructional technology

Two types of loop systems are described, inductance loop amplification and carrier wave transmission. Special problems in their use with preschool children are discussed, including the classroom situation and electroacoustic modifications. (JD)

ABSTRACT 21753

EC 02 1753 ED 035 132
Publ. Date 67 82p.
Identification of Aurally Handicapped Children and Methods and Procedures of Developing a Program.
Colorado State Department Of Education, Denver, Division Of Special Education Services
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; identification; teacher role; educational planning; audiologists; auditory evaluation; auditory training; state programs; hearing clinics; residential schools; early childhood; Colorado

An article on identification of preschool and school age aurally handicapped children and program development by John J. O'Neill precedes discussions of the role of the audiologist in evaluation of these children by Jack A. Willeford, and educational aspects of planning by John J. O'Neill. Three articles are presented on the role of the teacher in education of the aurally handicapped child by Gladys Whorton, James O. Kirkley, and Milo Henkel. Also discussed are an overview of the Colorado Hearing Conservation Program (David Zink), the work of the training institution (Jerome G. Alpiner), and the role of the residential school for the deaf (Armin G. Turechek). Included are the institute program and a list of participants. (JM)

ABSTRACT 22025

EC 02 2025 ED 036 038
Publ. Date Feb 68 84p.
Proceedings of the Special Study Institute for the Early Identification and Education of Children with Hearing Impairment (Catholic Center, New York University, New York, February 5-7, 1968).
New York State Education Department, Albany
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; preschool children; educational programs; remedial programs; language handicaps; perceptual motor learning; child development; early childhood; identification

A summary is given of the proceedings of a Special Study Institute which investigated the problem of identifying the preschool or the prenursery child with a hearing impairment as well as potential problem areas in educational programing for him. Considered are the healthy child, some of the deviant functioning of the impaired child, and identification and educational remediation, particularly in language and perception. Speeches and panel reports discuss the following topics: reasons for a special study institute, contemporary perspectives on the education of the deaf, acceptance and understanding in child growth and development, deviant functioning of the young child, language disorders in preschool children, and the dynamics of sensory motor experiences from infancy to 6 years. A summation is given of the conference proceedings. (WW)

ABSTRACT 22139

EC 02 2139 ED N.A.
Publ. Date 69 228p.
Griffith, Jerry, Ed.
Persons with Hearing Loss.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($11.00).

Descriptors: exceptional child education; aurally handicapped; clinical diagnosis; communication skills; special programs; deaf; educational history; auditory evaluation; speech evaluation; psychological evaluation; lipreading; auditory training; manual communication;

finger spelling; educational programs; vocational education; educational methods; guidance; language development; vocational counseling; self concept

Ten contributors discuss persons with hearing loss. Historical perspectives and current practices and programs in the education of the deaf are reviewed. Also covered are aural rehabilitation, manual communication, vocational counseling, and guidance. Aspects of assessment and evaluation are considered, including differential diagnosis of hearing loss, diagnosis of speech and language disorders, and psychological evaluation. Appendixes present requirements for the following: course preparation of teachers of the deaf; Class A and Class B certification; and the certificate of clinical competence. (JD)

ABSTRACT 22187

EC 02 2187 ED 037 839
Publ. Date 67 242p.
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: The Educational Media Complex (Nebraska Center for Continuing Education, Lincoln, Nebraska, April 10-12, 1967).
Nebraska University, Lincoln, Department Of Educational Administration
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials centers; program development; deaf; multimedia instruction; inservice teacher education; instructional films; material development; audiovisual aids; educational technology; equipment; program administration; media specialists; program planning; school libraries

Papers consider the problems of combining library science and audiovisual education into educational media complexes, or instructional materials centers (IMC's), in schools for the deaf. Areas covered include the concept of such centers, their relationship with the school library, and the personnel, equipment, materials, and production facilities required. Existing library programs are reviewed and implementation of media programs is discussed. Inservice teacher education in the use of media is also treated, as are the role of the small IMC in diffusing educational innovations and the purpose of educational media in the learning process. (JB)

ABSTRACT 22197

EC 02 2197 ED 037 849
Publ. Date 69 84p.
Ashmore, Lear, Ed.; Hanson, Grace, Ed.
Proceedings of the Conference on Undergraduate Preparation for Professional Education in Speech Pathology and Audiology (New Orleans, Louisiana, February 24-26, 1969).
American Speech And Hearing Association, Washington, D. C.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: professional education; audiology; speech pathology; undergraduate study; conference reports; communication problems; speech therapists; audiologists; professional occupations; college curriculum; college programs; curriculum development; personnel evaluation; standards; aurally handicapped; speech handicapped; professional training

The description of the conference of the American Speech and Hearing Association is introduced by a discussion of the background and procedures used in the conference. The general areas dealt with in the discussions were the necessary skills and knowledge of speech pathologists and audiologists, the improvement of professional education curricula, and methods of determining professional competency. Group discussions summarized cover education at the B.A. level, more flexible undergraduate programs, programs to develop various skills to be used in a multidisciplinary approach, a delineation of the basic knowledges needed, programs for paraprofessionals, the functions of the clinical practitioner, and standards of necessary experience and degree levels. Evaluation questionnaires on the structure and content of the conference, a list of participants, and a list of distributed materials are included. (JM)

ABSTRACT 22362

EC 02 2362 ED N.A.
Publ. Date Apr 70 19p.
Chough, Steven K.
Challenge of Psychiatric Social Work with the Deaf.
EDRS not available
Journal Of Rehabilitation Of The Deaf; V3 N4 P7-25 Apr 1970

Descriptors: exceptional child services; aurally handicapped; social work; case worker approach; psychiatric services; rehabilitation counseling; communication skills

Psychiatric social work with the deaf is discussed in the following areas: the role and responsibilities of the caseworker, the importance of communication skills for effective interviewing, the establishment of the caseworker-patient relationship, the maintenance of professional decorum, the patient's improvement, and the use of the home visit. A currently active group-therapy program is described accompanied by a case illustration used to demonstrate group interaction. A social work trainee program and a design to educate the public in the area of the deaf are also presented. (Author/RD)

ABSTRACT 22470

EC 02 2470 ED N.A.
Publ. Date 66 133p.
Myklebust, Helmer R.
Your Deaf Child: A Guide for Parents.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($4.50).

Descriptors: aurally handicapped; parent education; child rearing; parent child relationship; parent attitudes; self care skills; childhood needs; communication skills; expectation; services

Written for parents, the book explores problems which are faced in rearing deaf and hard-of-hearing children. General orientation material includes a definition and history of deafness and sound, and function of the ear, with special application to children. Causes and types of deafness are explained, as are possible attitudes toward the deaf. Discussion of the deaf child covers his needs (family, success, independence, etc.); learning to care for himself; learning to communicate (speech, hearing aid, speech reading, auditory training, etc.); and what parents may expect from their child in terms of personality, school achievement, earning a living, etc. A final chapter is devoted to sources of help for parents, lists of organizations and schools for the deaf and hard-of-hearing, and reading materials. (JB)

ABSTRACT 22673

EC 02 2673 ED N.A.
Publ. Date Feb 70 110p.
Craig, William N., Ed.; Collins, James L., Ed.
New Vistas for Competitive Employment of Deaf Persons, Monograph No. 2.
Pittsburgh University, Pennsylvania, School Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Journal Of Rehabilitation Of The Deaf; Monograph No. 2 Feb 1970

Descriptors: aurally handicapped; employment opportunities; employment practices; job development; vocational education; industry; employer attitudes; employment potential; employment services

Workers in various areas conferred to analyze possibilities for employment competition by the deaf in this technologically advanced age. Included were leaders from industry, organized labor, vocational rehabilitation, placement services, and education. The first group of papers defined employment practices and trends, and their implications for the deaf, related these to three specific industries (aerospace, electronics manufacturing, and newspaper publishing), and followed with a reaction by a member of the deaf community. A second group of papers explored preparation of the deaf for employment, covering general employer-employee relations, as well as the role of the school, responsibilities of interviewers, and vocational guidance. A final series of papers dealt

with career development for the deaf, as related to technological changes, techniques of job and career review, and placement. Discussion groups listed recommendations for changes in organization and orientation, research, and training for the deaf and those working with the employment of the deaf. (JB)

ABSTRACT 22722

EC 02 2722 ED 039 664
Publ. Date Jan 70 97p.
McConnell, Freeman; Horton, Kathryn B.
A Home Teaching Program for Parents of Very Young Deaf Children. Final Report.
Vanderbilt University, Nashville, Tennessee, School Of Medicine
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-52-0450-6007
BR-6-1178

Descriptors: exceptional child research; aurally handicapped; preschool programs; parent participation; auditory training; auditory evaluation; hearing aids; parent education; deaf; language development; hearing loss; parent attitudes; infancy

A demonstration home provided a parent oriented program and audiologic management for 94 deaf preschoolers (mean age 2 years 4 months). Each child underwent a trial period with different hearing aids before permanent recommendation was made. Parents were present at these clinic sessions; they also received instruction in how to encourage auditory behavior, orient the child to sound, and talk to the child. Findings over 3 years indicated that language age growth accelerated while performance age and nonverbal mental age remained linear. Also, ability to use amplification from the wearable hearing aid improved, with an improved mean threshold response to spoken voice of more than 20 dB. The parents mobilized themselves into pressure groups resulting in legislation for education of deaf preschoolers. Community approval of the project resulted in continuance of its services after federal funding ceased. (Author/JD)

ABSTRACT 22738

EC 02 2738 ED 039 680
Publ. Date Feb 70 66p.
Luterman, David M.
A Parent-Centered Nursery Program for Pre-School Deaf Children. Final Report.
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OE-1-6-062069-1591
BR-6-2069

Descriptors: exceptional child research; aurally handicapped; preschool programs; parent participation; parent education; academic achievement; infancy; nursery schools; parent attitudes; language development

Aurally Handicapped–Programs

A nursery program for 48 deaf children aged from 1 1/2 to 3 years required active participation of the parents. Parents selected the program, tutored their and other children, observed behavior in the nursery which included hearing children, and participated in discussion of family problems. In followup, about three-fourths of the children and of their parents were rated above average by classroom teachers of the deaf. However, these results may have been due to the passive admission procedures. Parents who were not middle class seeking or who had severe personal problems did not appear to benefit. Those who were became active lobbyists for deaf children in the state. (Author/JD)

ABSTRACT 22793

EC 02 2793 ED N.A.
Publ. Date 69 162p.
Altshuler, Kenneth Z., Ed.; Rainer, John D., Ed.
Mental Health and the Deaf: Approaches and Prospects. A Report of the National Conference on Mental Health Services for Deaf People (Houston, Texas, February 14-17, 1968).
New York State Psychiatric Institute, New York
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
U. S. Department Of Health, Education, And Welfare, Washington, D. C. 20201. A Report Of The National Conference On Mental Health Services For Deaf People (Houston, Texas, February 14-17, 1968).

Descriptors: exceptional child services; aurally handicapped; mental health; special programs; vocational rehabilitation; social work; school services; psychiatry; religion; auditory evaluation; conference reports

Workers in several disciplines conferred for the purpose of reaching a more coordinated approach to the mental health problems of the deaf. Each participant attempted to describe (in terms of his particular discipline) mental health problems of the deaf, methods of dealing with them, successes and failures, and proposals for improved methods of treatment, especially in cooperation with other disciplines. The proceedings volume contains the formal presentations as well as highlights of subsequent group discussions. Mental health problems of the deaf are approached from the standpoint of the psychiatrist, psychologist, educator, social worker, rehabilitation worker, clergyman, audiologist, and the deaf individual himself. Government's role in funding mental health services is treated. (JB)

ABSTRACT 22841

EC 02 2841 ED N.A.
Publ. Date 70 184p.
Giangreco, C. Joseph; Giangreco, Marianne Ranson
The Education of the Hearing Impaired.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.50).

Descriptors: exceptional child education; aurally handicapped; historical review; educational planning; social problems; personal growth; preschool programs; parent counseling; psychological needs; educational methods

Personal, social, and educational problems related to children and youth who have serious deficiencies of hearing are the topics of this book, written for the student in training as well as for the handicapped person, his parents, school and community. A brief historical background of the deaf is included followed by discussions of preschool considerations, educating youth, post-school thoughts, spreading knowledge to the parents and the public, psychological aspects and professional hints. Suggestions for teachers, parents and professionals, based on the authors' twenty years of actual experiences and procedures are included. (GD)

ABSTRACT 23018

EC 02 3018 ED N.A.
Publ. Date 61 143p.
O'Neill, Veronica
Teaching Arithmetic to Deaf Children. The Lexington School for the Deaf Education Series Book III.
Lexington School For The Deaf, New York, New York
EDRS not available
Alexander Graham Bell Association For The Deaf, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; aurally handicapped; arithmetic; mathematics instruction; deaf education; arithmetic curriculum; educational methods; program guides

Written for teachers of the deaf, the book explains the teaching of arithmetic as accomplished at the Lexington School for the Deaf. The stated purpose is to present the steps necessary to develop broad understood arithmetical concepts for deaf children, giving a meaningful knowledge of the number system and to perfect the use of number relationships from readiness through high school. Discussed are the use of numbers (counting, grouping, reading, etc.), the four fundamentals of arithmetic (addition, subtraction, multiplication, division), the need for a visual approach with deaf children, and the importance of oral work and discussion. Also described are detailed program outlines for each academic level (nursery, lower, middle, upper school) with suggested content, vocabulary check lists, and recommended materials included in each outline. Additional, more specific teaching activities such as counting, Roman numerals, graphs, measures, calendar, time, temperature, fractions, geometry, algebra, and written problems are also presented. A final chapter discusses the correlation of arithmetic with other subjects including speech, auditory training, language, composition, reading, social studies, and science. (JB)

ABSTRACT 23466

EC 02 3466 ED 041 427
Publ. Date (68) 58p.
Krug, Richard F.
Teaching Syntax to Young Deaf Children.
Colorado University, Boulder
EDRS mf,hc
Edumat Associates, 2765 Julliard Street, Boulder, Colorado 80302 ($3.00).

Descriptors: exceptional child education; aurally handicapped; syntax; educational methods; language instruction; concept teaching; sentence structure; structure analysis; symbolic learning; program descriptions

Designed to help the teacher of young deaf children teach syntax, the text presents a general orientation to the program as well as a review of the specific goals of language instruction. An overview of the early stages of instruction discusses symbol development (as the child becomes aware print has meaning) and illustrates how to help the child develop a sense of the power of language. An outline lists concepts to be developed from both the teacher's and child's point of view. Methods are suggested for teaching symbol development (people and things), incorporating the isolated symbol into a sentence, and syntax. Also included are suggestions for reinforcement, materials needed, an analysis of the basic sentence, an overview of the major uses of language, and an outline of instructional steps. (GD)

ABSTRACT 30057

EC 03 0057 ED N.A.
Publ. Date 68 154p.
Kopp, Harriet G., Ed.
Curriculum: Cognition and Content. A Monograph.
EDRS not available
Volta Review; V70 N6 P1-154 Sep 1968

Descriptors: exceptional child education; aurally handicapped; curriculum; learning theories; computer assisted instruction; instructional media; libraries; operant conditioning

Articles from the September 1968 special issue of the Volta Review are reprinted in this volume. Curriculum for the deaf is treated in articles on natural science, social science, mathematics, learning theory, resources (including library resources and educational media), art, language, and social and physical development. (MS)

ABSTRACT 30073

EC 03 0073 ED N.A.
Publ. Date 68 44p.
Jackson, William D.
1968 Summary Report: Implications for the Use of Television in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
EDRS not available
Southern Regional Media Center For The Deaf, University Of Tennessee, Knoxville, Tennessee 37916.

Descriptors: exceptional child education; aurally handicapped; deaf; conference reports; educational technology; educational television; televised instruction; program planning; audio equipment; teaching methods; National Technical Institute for the Deaf; Arkansas School for the Deaf; Tennessee School for the Deaf

Three presentations from a seminar on use of television in deaf education are summarized. In discussing programs, Dale Ouzts considers sources of software, copyright problems, cooperative agencies, and sources of support. Norman R. Selinger discusses basic technology including origination facilities and equipment, distribution systems, display systems and special considerations, videotape compatibility, implications of color, and portable and special equipment. Utilization of television in deaf education at the National Technical Institute for the Deaf, Arkansas School for the Deaf, and Tennessee School for the Deaf is described by Jon Rawleigh, Roy Parks, and W. Lloyd Graunke respectively. Suggestions of three discussion groups and participants are listed. (MS)

ABSTRACT 30074

EC 03 0074 ED N.A.
Publ. Date 69 122p.
Jackson, William D.
1969 Summary Report: Video Technology in Schools for the Deaf.
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
Southern Regional Media Center For The Deaf, University Of Tennessee, Knoxville, Tennessee 37916.

Descriptors: exceptional child education; aurally handicapped; deaf; conference reports; educational technology; teaching methods; televised instruction; audio equipment; video tape recordings; instructional media; equipment utilization; educational television

Ideas and experiences from a workshop on video technology for educators of the deaf are presented. Aspects of video technology emphasized are potential uses, unique applications, problems and limitations, and new developments and trends. Specific topics of various sessions included are instructional media and the individual student in the 1970s, developing appropriate objectives, practical uses of videotape in industry, limitations and difficulties, applications, and instructional television for the deaf (including a plan for systematic experimentation and development). Also included are examples of utilization and demonstrations from several schools, as well as a demonstration of captioning equipment. Participants are listed. (MS)

ABSTRACT 30085

EC 03 0085 ED N.A.
Publ. Date Sep 70 8p.
Alterman, Arthur I.
Language and the Education of Children with Early Profound Deafness.
EDRS not available
American Annals Of The Deaf; V115 N5 P514-21 Sep 1970

Descriptors: exceptional child education; aurally handicapped; language; manual communication; sign language; finger spelling; oral communication; deaf; communication (thought transfer)

It is suggested that sign language as a natural language for the prelingually and profoundly deaf has potential value in promoting the education of such persons. Arguments for primary reliance on oral language and rejection of sign language are examined and considered inadequate. Oralist conclusions rejected are that oral skills are needed for adjustment to a hearing society, that sign language's differentness makes learning oral language more difficult, that sign language's inferior nature degrades the child's capacity to learn complex language, that early exposure of the child to parental speech is beneficial, and that fingerspelling can aid in learning oral language. A distinction is made between fingerspelling and signing. Justification for sign communication is offered. (KW)

ABSTRACT 30113

EC 03 0113 ED N.A.
Publ. Date 70 277p.
Egland, George O.
Speech and Language Problems: A Guide for the Classroom Teacher.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; language development; speech handicapped; articulation (speech); language handicapped; aurally handicapped; stuttering; speech therapy; teacher role; speech improvement

Speech and language and their normal development are explained for the classroom teacher and the teacher's role as a member of the speech therapy team is defined. Language and speech problems are discussed along with problems of speech output in the classroom. Advice is given the teacher on how to help children with problems of articulation, language, nonfluency, and hearing. Methods for analysis, prevention, and prevention of these problems in everyday classrooms are suggested. (JD)

ABSTRACT 30147

EC 03 0147 ED N.A.
Publ. Date 69 88p.
Sex Education Grades K Through 12.
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS not available
Educational Media Corporation, 600

Bedford Road, Pleasantville, New York 10570.

Descriptors: exceptional child education; aurally handicapped; sex education; curriculum guides

Presented is a curriculum guide for sex education for deaf children in kindergarten through grade 12. Outlines and sample units are provided as well as a general orientation and overview of the subject area and its objectives. (JD)

ABSTRACT 30258

EC 03 0258 ED N.A.
Publ. Date Sep 70 7p.
Northcott, Winifred H.
Candidate for Integration: A Hearing-Impaired Child in a Regular Nursery School.
EDRS not available
Young Children; V25 N6 P367-8, 370, 2, 6, 8, 80 Sep 1970

Descriptors: exceptional child education; aurally handicapped; nursery schools; hard of hearing; preschool children; language development; listening skills; speech skills; lipreading

It is suggested that a hearing-impaired child in a nursery school for children with normal hearing will regard speech as a natural outlet for imagination and intelligence. Discussed are the justification for such placement, criteria to determine when placement is suitable, and goals for the hearing-impaired child. The importance of welcoming the child and integrating him into classroom activities and peer relationships is stressed. How to stimulate language comprehension and encourage expressive language is explained, and suggestions are made for managing behavior and for handling music and storytime. (KW)

ABSTRACT 30337

EC 03 0337 ED N.A.
Publ. Date 69 82p.
Doctor, Powrie V., Ed.
Communication with the Deaf: A Guide to Parents of Deaf Children.
EDRS not available
American Annals Of The Deaf, Gallaudet College, Kendall Green, Washington, D. C. 20002 ($1.00).

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); parent role; oral expression; manual communication; lipreading; speech skills; hearing aids; finger spelling; sign language

A collection of articles dealing with communication with the deaf are intended as a guide for parents of deaf children. Articles on oral communication discuss how parents can help teach speech, help their child acquire ability in speechreading, and help their child use a hearing aid. Articles on manual communication consider mastering English through fingerspelling, the language of signs, the simultaneous method, and the art of interpretation into manual communication. Other articles cover the language arts, the use of pictures in teaching the young deaf child at home, cued speech, methods of communication in teaching the deaf, and sensory medicine in the area of deafness. (KW)

ABSTRACT 30373

EC 03 0373 ED 043 188
Publ. Date 70 282p.
Propp, George, Ed.
Communicative Television for the Deaf Student. Proceedings of the Sixth Annual Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March 16-18, 1970).
Nebraska University, Lincoln, Teachers College
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational television; instructional media; conference reports; televised instruction; television research; closed circuit television; video tape recordings; television surveys; instructional materials centers; symposia

The proceedings of the sixth annual symposium on research and utilization of educational media for teaching the deaf held at the Nebraska Center for Continuing Education (March 16-18, 1970) consist of papers related to communicative television for the deaf student. Topics covered include mediated interaction with individual television studio-laboratory, activities of the Southwest and Midwest Regional Media Centers for the Deaf, a survey of reactions of hearing individuals to captioned television for the deaf, and programed movies as a supplemental medium for language development. Also presented are distribution ideas for videotape programs, principles and potential of instructional television (ITV), systems relating to the concept of time lock in television, electronic video recordings, television's neglected assets, the increase of slant track recordings, the closed circuit system versus the portable videotape system, and a 1970 survey of instructional television in programs for the deaf. Videotape demonstrations are discussed in the areas of teacher preparation and self evaluation, behavioral analysis, high school science and mathematics, educational diagnosis, and a captioned form of Sesame Street. A discussion summary, program agenda, participant roster, and a list of related readings are provided. (RD)

ABSTRACT 30423

EC 03 0423 ED 043 987
Publ. Date 69 245p.
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: Individualizing Instruction for the Deaf Student.
Midwest Regional Media Center For The Deaf, Lincoln, Nebraska;
Nebraska University, Lincoln, Teachers College
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc
Proceedings Of A National Conference (Lincoln, Nebraska, March 17-19, 1969).

Descriptors: exceptional child education; aurally handicapped; individualized instruction; instructional media; computer assisted instruction; teaching methods; programed instruction; educational technology

Presented are the proceedings of a conference dealing with individualizing instruction for the deaf through greater use of educational media to permit the deaf student to progress at a maximum learning rate. Included are a report on the year's activities of Media Services and Captioned Films, and keynote addresses by James J. Gallagher on the organization of the educational establishment and by Gabriel Ofiesh on educational technology. Discussion papers deal with individually prescribed instruction, planning for individualized instruction of deaf students at NTID (Rochester, N.Y.), mediated self instruction, computer assisted instruction, mathematics curriculum supported by computer assisted instruction, use of programed instruction with emotionally disturbed deaf boys, and the role of media. A discussion summary and the conference program and roster are also included. (KW)

ABSTRACT 30528

EC 03 0528 ED N.A.
Publ. Date 70 243p.
Bender, Ruth E.
The Conquest of Deafness.
EDRS not available
Case Western Reserve University, 11000 Cedar Road, Cleveland, Ohio 44106 ($7.50).

Descriptors: exceptional child education; aurally handicapped; teaching methods; special schools; historical reviews

The history of the deaf and their education is presented from the early history of man to the present day. The beginnings of education for the deaf, growth of deaf education into a profession, and the establishment of schools for the deaf are traced. Illustrations are included (MS)

ABSTRACT 30773

EC 03 0773 ED N.A.
Publ. Date Oct 70 114p.
Stepp, Robert E., And Others
Symposium on Research and Utilization of Educational Media for Teaching the Deaf.
EDRS not available
American Annals Of The Deaf; V115 N6 P543-656 Oct 1970
Proceedings From The Sixth Annual Symposium Held At The Nebraska Center For Continuing Education (Lincoln, Nebraska, March 16-8, 1970).

Descriptors: exceptional child education; aurally handicapped; media technology; instructional media; media research; instructional materials centers; audiovisual aids; televised instruction; video tape recordings; teacher evaluation

Proceedings from the sixth annual Symposium on Research and Utilization of Educational Media for Teaching the Deaf held in Lincoln Nebraska (March 16-18, 1970) are reported throughout the issue. Among the 22 discussion papers are topics of instructional television, distribution ideas for videotape programs, electronic video recording, and the 1970 Survey of Instructional Television in Programs for the Deaf. (GD)

ABSTRACT 31137

EC 03 1137 ED N.A.
Publ. Date Jan 71 5p.
Salem, James M.
Partial Integration at the High School Level.
EDRS not available
Volta Review; V73 N1 P42-6 Jan 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; personal adjustment; secondary school students; residential programs

Described is a program designed to facilitate the adjustment of students of Western Pennsylvania School for the Deaf to the hearing world upon graduation. The program partially integrated senior students with hearing students in a nearby regular high school, allowing the deaf students to mingle with the hearing students at lunch, in afternoon classes, and in extracurricular activities. Tables indicate the classes selected, the grades received, and where the deaf students went after graduation. (KW)

ABSTRACT 31140

EC 03 1140 ED N.A.
Publ. Date Jan 71 4p.
McDermott, Elisabeth F.
Storytelling--A Relaxed and Natural Path to Lipreading, Language and Reading.
EDRS not available
Volta Review; V73 N1 P54-7 Jan 1971

Descriptors: exceptional child education; aurally handicapped; story telling; parent role; reading readiness; reading materials; preschool children

Techniques for storytelling with deaf preschool children are explained. Suggestions for parents are included. Preparation for learning to read is emphasized. A list of books liked by young children is presented. (KW)

ABSTRACT 31209

EC 03 1209 ED N.A.
Publ. Date Dec 70 8p.
Jablons, Beverly
A Public School Program for Multiply Handicapped Deaf Children.
EDRS not available
Volta Review; V72 N9 P552-9 Dec 1970

Descriptors: exceptional child education; aurally handicapped; multiply handicapped; junior high school students; psychomotor skills; perception; memory; educational programs; academic achievement; New York

The educational program for multihandicapped deaf children initiated at Junior High School 47, New York City's Public School for the Deaf, is described. Thirty children, ages 8-11 years, were selected. These children, referred to by the staff as Factor X children (etiology unknown) defy categorical diagnosis and cannot learn at a normal pace. The selection of the staff and the program is described. The program begins with exercises to develop gross motor coordination and includes tactile and kinesthetic approaches to help fine motor coordination, and activities to teach visual memory and perception. The children were divided into fast and slow groups, and it was a year before the slower group was introduced to academic work. Methods of teaching math, language, memory, and speech are discussed, and some individual cases are described. These children now know what it means to succeed and achieve. (GD)

ABSTRACT 31349

EC 03 1349 ED N.A.
Publ. Date 67 118p.
Ewing, Sir Alexander; Ewing, Lady Ethel C.
Hearing Aids, Lipreading and Clear Speech.
EDRS not available
Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; aurally handicapped; lipreading; hearing aids; self help programs; speech improvement; speech therapy

Designed for the hard of hearing and those who work with them, the text explains in non technical language the implications of recent research and experience in the fields of lipreading, hearing aids, and clear speech. Simple, practical methods of self help to enable users to benefit to the fullest from the hearing aid, ways to cope with noise, lipreading lessons to aid in social and occupational situations, and a plan of training in speech conversation to achieve clear speech are some of the areas presented in the text. (CD)

ABSTRACT 31484

EC 03 1484 ED N.A.
Publ. Date 70 237p.
Pollack, Doreen
Educational Audiology for the Limited Hearing Infant.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; deaf; aurally handicapped; teaching methods; audiology; hearing aids; parent education; parent role; auditory training; psycholinguistics; acoupedic approach

The author explores the field of educational audiology for the limited hearing infant, describing techniques to keep pace with the advances made in audiological instrumentation, and in psycholinguistic and communications research. An historical review of the concept of auditory training, and discussion and research evidence for principles of educational audiology are presented. The acoupedic approach is examined and diagnostic procedures for case selection are offered. Hearing aid selection, development of speech and language, the role of the parent and parent education programs, education for the limited hearing child, and a clinical program for developmental communication are areas of discussion by the author. An appendix of parents' own stories is also offered. (CD)

ABSTRACT 31577

EC 03 1577 ED N.A.
Publ. Date Feb 71 26p.
Levine, Edna S.
Mental Assessment of the Deaf Child.
EDRS not available
Volta Review; V73 N2 P80-105 Feb 1971

Descriptors: exceptional child education; aurally handicapped; psychological tests; psychological evaluation; testing problems; test validity; test evaluation; intelligence tests; performance tests

Intended primarily for professionals administering psychological tests to deaf children and for administrative personnel and researchers using test results in educational planning and research, the article reviews some fundamental facts about testing in general and some problems of testing deaf children in particular. A paradigm for the analysis of influencing variables is presented. Guidelines for selecting, administering, and scoring tests to give the most valid scores under individual circumstances are provided. Discussed are various theoretical considerations in test construction, as well as specific test attributes and their application in testing deaf children. Tests judged promising for use with the deaf, and their sources, are listed. (KW)

ABSTRACT 31578

EC 03 1578 ED N.A.
Publ. Date Feb 71 7p.
Luterman, David M.
A Parent Oriented Nursery Program for Preschool Deaf Children--A Followup Study.
EDRS not available
Volta Review; V73 N2 P106-12 Feb 1971

Descriptors: exceptional child education; aurally handicapped; preschool education; parent role; parent school relationship; followup studies; nursery schools

Reported are results of a 3-year followup study of the Thayer Lindsley Nursery

at Emerson College, Boston, Massachusetts, a program involving parents of preschool deaf children. The program centered on active participation of the parent in the therapeutic processes involved in educating a deaf child. Superior progress was found to have been made by both parents and children. Problems were found to include difficulty in maintaining the parent-centered emphasis (particularly among the lower-class parents), parent dependency upon staff members, ineffectiveness of written materials, and personal problems of parents. However, positive results of the program are noted, including the production of an attitude of activism and enthusiastic interest among parents concerned. Data presented include the reported etiologies of the 44 deaf children, a composite audiogram of the group, educational placements of the children, and ratings of children and parents by the classroom teachers. (Author/KW)

ABSTRACT 31580

EC 03 1580 ED N.A.
Publ. Date Feb 71 6p.
Hill, Arlene
Some Guidelines for Sex Education of the Deaf Child.
EDRS not available
Volta Review; V73 N2 P120-5 Feb 1971

Descriptors: exceptional child education; aurally handicapped; sex education; parent role; child development; child rearing; sexuality

The author suggests positive steps parents can take to educate a deaf child about sex and help him adjust to his developing personality and bodily changes. Stages of development of sexual feeling in children are described in conjunction with behavior patterns which can be expected in the child between infancy and age 6 years. Suggestions include providing the child with a vocabulary for communication about sex, early introduction in other contexts of the more difficult concepts the child will need later to understand reproduction, and recognition that, since the deaf child learns much through nonverbal communication, the parents' actions in a loving home environment can serve as a constant, positive form of sex education. (Author/KW)

ABSTRACT 31826

EC 03 1826 ED N.A.
Publ. Date 69 213p.
Wright, David
Deafness.
EDRS not available
Stein and Day, 7 East 48th Street, New York, New York 10017 ($5.95).

Descriptors: exceptional child education; aurally handicapped; autobiographies; educational practice; historical reviews

Written by a poet who was deafened by scarlet fever at the age of seven, the book provides insights into and understanding of the world of deafness. In the first and autobiographical section, the author tells the story of his life and education as a deaf person. The second section consists of an historical review of the education of the deaf, noting that the history of deafness is the history of the education of the deaf. Appended is a briefer section by K.P. Murphy, expert in audiology research, in which recent medical and scientific knowledge on hearing and deafness is summarized. (KW)

ABSTRACT 32132

EC 03 2132 ED N.A.
Publ. Date Apr 71 12p.
Hummel, Cora Jo Moore
The Value of Music in Teaching Deaf Students.
EDRS not available
Volta Review; V73 N4 P224-8, 243-9 Apr 1971

Descriptors: exceptional child education; aurally handicapped; music; literature reviews

The article is a summary of a study made to show how music has been used with the deaf in the past and what the potentialities are in the future. Historical accounts, new concepts and their various uses, and current and suggested research are examined. The major emphases in the areas of teaching sound perception, improving speech, building more adequate language, and encouraging self improvement are presented. An extensive bibliography of the literature written on the uses of music with the deaf is included. (CD)

ABSTRACT 32279

EC 03 2279 ED N.A.
Publ. Date May 71 5p.
Katz, David L.
A Home-Made Curriculum.
EDRS not available
Volta Review; V73 N5 P273-7 May 1971

Descriptors: exceptional child education; aurally handicapped; parent role; parent education; comprehension

It is pointed out that children with hearing impairments often do not readily grasp the meaning of many common objects and procedures in the world about them, experiencing difficulty in areas such as forming concepts, organizing objects into classifications, and functioning in a social setting. Means are suggested to parents to help their child overcome this handicap by being sure that he understands the why and how of all things around him in daily life. Parents are recommended to encourage their child's questions and to take advantage of all opportunities to help their child observe and question, learn to generalize, and develop his imagination. Specific examples showing how this can be done are given. (KW)

ABSTRACT 32456

EC 03 2456 ED N.A.
Publ. Date 70 24p.
Parent Education.
Conference of Executives of American Schools for The Deaf, Washington, D. C.
EDRS not available
Conference of Executives of American Schools for The Deaf, 5034 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($0.50)

Descriptors: exceptional child education; aurally handicapped; parent education; child rearing; parent attitudes

Articles by parents or children of deaf persons and by professionals in the field of education or services for the deaf present information helpful to parents of deaf children. Suggestions for child management and for teaching young deaf children at home are offered. Acceptance, rejection, and over-protection by parents is discussed, as are hearing aids for children, the importance of a partnership between parents and a school for the deaf, and vocational opportunities. Some fallacies about the deaf are clarified and hints for parents (do's and dont's concerning their attitudes and actions toward their deaf child) are listed. (KW)

ABSTRACT 32718

EC 03 2718 ED 052 559
Publ. Date 70 75p.
Mandatory Special Education Plan for the Administration and Implementation of Public School Programs for the Hearing Impaired.
Indiana State Department of Public Instruction, Indianapolis. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; administrative policy; state programs; educational programs; program planning; state standards; guidelines; Indiana

Intended for public school administrators, teachers, and speech and hearing clinicians, the document contains guidelines for setting up programs to implement the statewide mandatory special education plan for hearing impaired children in Indiana. Outlined are procedures to follow in comprehensive programing for the following categories of the hearing impaired: infants (ages 6 months-2 years), preschool (ages 2-5 years), hearing impaired (ages 6-21 years), and multiply handicapped hearing impaired (ages 6 months-21 years). The document is devoted to detailing the components, administrative organization, programing, child placement procedures, facilities, groupings, certification, and other administrative aspects of educational programs for each of the four categories of hearing impaired children. Additional data on program levels, geographic service areas, and special schools and classes in Indiana are appended, in addition to numerous sample forms and specific facility and certification requirements. (KW)

ABSTRACT 32821

EC 03 2821 ED N.A.
Publ. Date Apr 71 5p.
Morehouse, William R.; Mathas, Chrysoula
Vocational Evaluation, Training, and Placement of Hearing Impaired High School Students.
EDRS not available

Journal of Rehabilitation of the Deaf; V4 N4 P42-6 Apr 1971

Descriptors: exceptional child education; aurally handicapped; work study programs; vocational education; job placement

The article examines a student job evaluation plan used in a rehabilitation center for the deaf. Evaluation checks for perceptual motor skills, manual dexterity, and vocational interest and aptitude are described. Training and placement of the students in either a work adjustment or skill training area follow the evaluation period. Counseling sessions are conducted with the students and instructors regarding stability, maturity, work tolerance, attention span and working in groups. Various vocational training areas are mentioned, and recent results of the work study program are summarized. (CD)

ABSTRACT 32887

EC 03 2887 ED 053 509
Publ. Date Nov 70 184p.
A Resource Guide for Teachers of Young Hearing Impaired Children.
Capitol Region Education Council, West Hartford, Connecticut
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; curriculum guides; primary grades; resource guides; instructional materials; children's books

Directed to teachers of young hearing impaired children, the guide attempts to avoid a step-by-step approach to language acquisition and undue emphasis on grammatical form. Instead, the teacher is viewed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationship of the child to an aspect of his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

ABSTRACT 32912

EC 03 2912 ED N.A.
Publ. Date 71 3p.
Brill, Richard G.; Fahey, Joan
A Combination that Works in a Preschool Program for Deaf Children.
EDRS not available
Hearing and Speech News; V39 N4 P17-9 Jul-Aug 1971

Descriptors: exceptional child education; aurally handicapped; preschool children; early childhood education; teaching methods; cognitive development; sign language; social adjustment; Rochester Method

The Rochester Method of using manual communication and finger spelling combined with oral speech and speechreading has been used successfully for 16 children (age range 3 to 5 years) since September, 1969, at the California School for the Deaf in Riverside. The speech and speechreading abilities are found to be better in preschool children who experience the combined system than with restriction to oral methods, and social adjustment as demonstrated by behavior is far better. (CB)

ABSTRACT 32997

EC 03 2997 ED N.A.
Publ. Date 71 205p.
Hazard, Elizabeth
Lipreading: For the Oral Deaf and Hard-of-Hearing Person.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75)

Descriptors: exceptional child education; aurally handicapped; adolescents; lipreading; phonetics; lesson plans; oral communication

The book presents lessons for teaching lipreading to hard of hearing and deafened persons who have speech and a memory of speech rhythm. With the viewpoint that lipreading is phonetics and that only 25% of what is said can be seen, considerable analytical study leads to lipreading's goal--synthesis. Vowels and syllables are the focus of the synthesis technique. An ample selection of practice material includes drills with syllables, words, and word comparisons. Also included is emphasis on common stumbling blocks to the hard of hearing.

The lessons work well with persons aged 12 years and older. (CB)

ABSTRACT 33166

EC 03 3166 ED N.A.
Publ. Date 71 3p.
Murphy, Harry; Delmonte, Orlene
Snapping Pictures for Communication Skills.
EDRS not available
Teaching Exceptional Children; V3 N4 P169-71 Sum 1971

Descriptors: exceptional child education; aurally handicapped; audiovisual aids; language development; instructional materials; communication skills; visual stimuli; elementary school students; motivation techniques; Polaroid cameras

Described are ways in which Polaroid cameras can be used as effective learning devices with young deaf students, particularly in the area of language development and communication skills. Low cost, ease of operation, and particularly immediate feedback are cited as the features which make the Polaroid a good learning tool. How it can be used to teach students' names, develop self identity, record field trips, provide the basis for language lessons, encourage homework, teach sequencing of thought, personalize reading experiences, and reinforce principals of art is explained. (KW)

ABSTRACT 33179

EC 03 3179 ED 054 559
Publ. Date 69 114p.
Rotter, Paul
A Parent's Program in a School for the Deaf.
EDRS not available
Alexander Graham Bell Association for the Deaf, Inc., 1537 35th Street, N. W., Washington, D. C. 20007 ($4.25).

Descriptors: exceptional child education; aurally handicapped; parent associations; parent role; school role; parent school relationship; parent education

The monograph is aimed at helping groups of parents associated with schools or classes for deaf children who form associations with a view toward improving both existing programs and their own efforts at raising a deaf child. Presented first is a broad view, based on a survey of related literature within the last decade, of parents' programs. Discussed are the importance of involving parents in the educational process, means of establishing school-home communication, the nature of parents' programs and the role of parents and school in them, a mental health approach for professionals to take in attempting to meet parents' needs, a survey of types of parents' activities, and the origin of parent education in U.S. schools. Following this general presentation, the parents' program of the Lexington School for the Deaf in New York City is detailed. Covered are inception, the school's view, scope of program, parents' role, organization of parents' association, officers' duties, and committee activities. Listed are sources to consult for help in strengthening parents' programs. Meeting schedules and other information on the Lexington parents' program are appended. (KW)

ABSTRACT 33192

EC 03 3192 ED 054 560
Publ. Date 70 170p.
Anderson, Jean L., Ed.
Conference on Supervision of Speech and Hearing Programs in the Schools (Bloomington, Indiana, June 15-26, 1970).
Indiana University, Bloomington, Speech and Hearing Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; speech handicapped; professional personnel; supervisors; professional education; leadership training; conference reports

Presented are selected proceedings from the Conference on Supervision of Speech and Hearing Programs in the Schools (Bloomington, Indiana, June 15-26, 1970), attended by state and local school supervisors of speech, language and hearing programs and by university personnel with a special interest in supervision. The purpose of the conference

was to emphasize the need for supervision of such programs, to examine the role and responsibilities of supervisory personnel in the schools, and to consider the kind of training which might best prepare them for such a role. Papers discuss the role of the clinician in exploiting the potential of public school therapy, leadership behavior and group effectiveness, procedures for counting and charting a target phoneme, the clinical process and qualities which characterize a good clinician, human relationships in supervision, federal support for speech and hearing, and program planning and evaluation to achieve accountability. Also included are the text of a panel discussion on the training of supervisors and consensus statements resulting from small group discussions on five topics related to rationale for, role, and characteristics of the supervisor. (KW)

ABSTRACT 33198

EC 03 3198 ED 054 565
Publ. Date 71 263p.
Programmed Learning for the Deaf Student. Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March 22-24, 1971).
Nebraska University, Lincoln. Midwest Regional Media Center for the Deaf;
New Mexico State University, Las Cruces. Southwest Regional Media Center for the Deaf
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.. Media Services And Captioned Films for the Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; program instruction; computer assisted instruction; teaching machines; educational technology; conference reports

The document consists of keynote speeches and discussion papers from the 1971 Symposium on Research and Utilization of Educational Media for Teaching the Deaf, which had as its general theme programed instruction (PI) for the deaf. The 14 papers cover the impact of PI at the Southwest Regional Media Center for the Deaf, evaluation of PI materials, the role of computer assisted instruction at the National Technical Institute for the Deaf, the relationship of economic factors to education and employment of the deaf, modification of automated instruction to financially allow its adoption, and PI in the curriculum at the Oregon State School for the Deaf in Salem, the Southwest School for the Deaf (Lawndale, California), and Callier Hearing and Speech Center in Dallas. Also discussed are new directions and a new affective dimension in PI, methods for teaching communication skills, PI for young deaf children, research with the strands program in elementary mathematics in a computer-based laboratory for learning at Stanford, a graduate course in educational technology, and a PI course in electronics assembly. A discussion summary and the symposium program are included. (KW)

ABSTRACT 33216

EC 03 3216 ED 054 567
Publ. Date Jul 71 15p.
Spidal, David A.
Considerations in the Evaluation of Language for Inclusion in a Programmed Language System for the Deaf.
New Mexico State University, Las Cruces. Project LIFE
EDRS mf,hc
Paper Presented to the Summer Institute on Programed Instruction (Las Cruces, New Mexico, July 8, 1971).

Descriptors: exceptional child education; aurally handicapped; language instruction; sentence structure; programed instruction; language development; language arts; vocabulary

The paper examines aspects of language (morphology, syntax, and semology) as they relate to effective instruction in the area of language with deaf students. Pointed out are language factors to keep in mind when preparing instructional materials for the deaf, such as words with more than one meaning and other problems affecting comprehension of a sentence. Explained is the language grid developed by Project LIFE to be used in identifying levels of linguistic competency as used with certain vocabulary, to assist the teacher in preparing language materials to supplement those developed by Project LIFE and in evaluating materials for utilization in the reading and language program. The language grid helps the teacher identify linguistic structures which the student understands. The structural matrix plus the listed vocabulary and concept usage listing provides the teacher with tools to evaluate the reading and language operational level of the student. The grid represents the sequential development of language principles and sentence patterns in the first eight units of the LIFE programed language filmstrips. (KW)

ABSTRACT 33237

EC 03 3237 ED N.A.
Publ. Date Oct 71 8p.
Simmons, Audrey Ann
Are We Raising Our Children Orally?
EDRS not available
Volta Review; V73 N7 P439-46 Oct 1971

Parents are teaching their children all the time by example, it is pointed out, and parents of deaf children should use all of the opportunities that occur daily to give their children the best possible language.

Descriptors: exceptional child education; aurally handicapped; language development; parent role; oral communication

Parents are recommended to use language in normal sentences and keep just a little ahead of the child's ability to do it in sentences. Noted are the importance for language development of a continuous affectionate parent-child relationship and the taking of cues for appropriate communication from the child's behavior and verbalizations. It is concluded that deaf children can be raised orally if parents put forth the effort to teach and encourage them to talk. (KW)

ABSTRACT 33241

EC 03 3241 ED N.A.
Publ. Date Sep 71 4p.
Northcott, Winifred N.
The Integration of Young Deaf Children into Ordinary Educational Programs.
EDRS not available
Exceptional Children; V38 N1 P29-32 Sep 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; early childhood education; preschool children

The author states that the labels deaf and hard of hearing are diagnostically and psychologically unsound as applied during two successive levels of preprimary intervention: infant education and home training (0-3 1/2 years) and a more structured child centered educational program (3 1/2-6 years). Provision of early parent support and multiple service options including nursery school experience with hearing children enables, the author feels, certain youngsters to continue in mainstream educational programs. Criteria for the selection of candidates for realistic integration and a description of the roles of the diagnostic teacher and a variety of supportive specialists are delineated. (Author)

AUTHOR INDEX

Alterman, Arthur I 30085.
Altshuler, Kenneth Z. Ed 20840, 22793.
Anderson, Jean L. Ed 33192.
Ashmore, Lear, Ed 22197.
Battin, R Ray 21472.
Bender, Ruth E 30528.
Brill, Richard G 32912.
Chough, Steven K 22362.
Collins, James L. Ed 22673.
Cornett, R Orin 20303.
Craig, William N. Ed 22673.
Dale, D M C 10171.
Delmonte, Orlene 33166.
DiCarlo, Louis M 20351.
Doctor, Powrie V. Ed 30337.
Egland, George O 30113.
Ewing, Alexander 10397.
Ewing, Ethel C 10397.
Ewing, Lady Ethel C 31349.
Ewing, Sir Alexander 31349.
Fahey, Joan 32912.
Fellendorf, George W 11251.
Fusfeld, Irving, Ed 21473.
Giangreco, C Joseph 22841.
Giangreco, Marianne Ranson 22841.
Glenz, Grace A 10023
Goforth, E Jack 11116.
Griffith, Jerry, Ed 22139.
Griffiths, Ciwa 10128.
Groht, Mildred A 11952.
Hanson, Grace, Ed 22197.
Harris, Grace M 10084, 11371.
Hart, Beatrice Ostern 10392.
Haug, C Olaf 21472.
Hazard, Elizabeth 32997.
Hess, D Wilson 21417.
Hill, Arlene 31580.
Horton, Kathryn B 22722.
Hummel, Cora Jo Moore 32132.
Jablons, Beverly 31209.
Jackson, William D 30073-30074.
Katz, David L 32279.
Kopp, Harriet G. Ed 30057.
Krug, Richard F 23466.
Lederer, Joseph 10646.
Leitman, Allan 11188.
Levine, Edna Simon 20315, 31577.
Lloyd, Glenn T. Ed 20049.
Lowell, Edgar L 11519.
Luterman, David M 10928, 22738, 31578.
Mathas, Chrysoula 32821.
McConnell, Freeman 22722.
McConnell, Freeman, Ed 10578.
McDermott, Elisabeth F 31140.
Morehouse, William R 32821.
Mulholland, Ann M 11251.
Murphy, Harry 33166.
Myklebust, Helmer R 22470.
Neill, Veronica 23018.
Newby, Hayes A 21008.
Northcott, Winifred N 30258, 30775, 33241.
Oyer, Herbert J 10418.
Pollack, Doreen 31484.
Propp, George, Ed 30373.
Quill, Leonora A 10023.
Rainer, John D, Ed 20840, 22793.
Ross, Mark 21699.
Rotter, Paul 33179.
Salem, James M 31137.
Simmons, Audrey Ann 33237.
Spidal, David A 33216.
Stepp, Robert E 10247.
Stepp, Robert E, and Others 30773.
Ward, Paul H, Ed 10578.
Watson, T J 11919.
Weber, Larry 11371.
Wright, David 31826.

SUBJECT IN-

Academic Achievement 21417, 22738, 31209.
Academic Education 21473.
Acoupedic Approach 31484.
Acoustics 10948, 11919, 20315.
Adjustment (To Environment) 10084, 10418, 10608, 20049, 20840.
Administration 11251, 11330, 21473, 22187.
Admission Criteria 11251.
Adolescents 10392, 10451, 32997.
Adults 10171, 10451.
Advisory Committee on the Education of the Deaf 10451.
Aptitude Tests 21417.
Architectural Programing 10948.
Arkansas School for the Deaf 30073.
Articulation (Speech) 30113.
Attitudes 21115.
Audio Equipment 30073-30074.
Audiologists 10538, 21753, 22197.
Audiology 21008, 22197, 31484.
Audiovisual Aids 11996, 22187, 30773, 33166.
Audiovisual Instruction 10608, 10948, 11116, 11330.
Audition (Physiology) 10397, 10578, 20315, 21008.
Auditory Evaluation 10128, 10578, 20315, 20351, 21473, 21753, 22139, 22722, 22793.
Auditory Perception 10247, 10418, 10537.
Auditory Tests 10128, 10171, 11919, 20315, 21008.
Auditory Training 10084, 10128, 10171, 10418, 10608, 11371, 11919, 21008, 21472, 21753, 22139, 22722, 31484.
Aural Learning 10247.
Aural Stimuli 10128.
Aurally Handicapped 10023, 10084, 10128, 10171, 10247, 10392, 10397, 10418, 10451, 10537-10538, 10608, 10646, 10928, 10948, 11071, 11116, 11188, 11251, 11330, 11371, 11519, 11919, 11952, 11996, 20049, 20303, 20315, 20351, 20840, 21008, 21115, 21309, 21417, 21455, 21466, 21472-21473, 21699, 21753, 22025, 22139, 22187, 22197, 22362, 22470, 22673, 22722, 22738, 22793, 22841, 23018, 23466, 30057, 30073-30074, 30085, 30113, 30147, 30258, 30337, 30373, 30423, 30528, 30773, 30775, 31137, 31140, 31209, 31349, 31484, 31577-31578, 31580, 31826, 32132, 32279, 32456, 32821, 32887, 32912, 32997, 33166, 33179, 33192, 33198, 33216, 33237, 33241.
Autobiographies 31826.
Basic Reading 10392.
Behavior Change 10928.
Behavior Problems 20840.
Bibliographies 10247.
Biology 11188.
Boone Infant Speech and Language Development Scale 11519.
Campuses 11116.
Case Studies 20315.
Case Studies (Education) 20840.
Child Development 11071, 22025, 31580.
Child Rearing 10171, 22470, 31580, 32456.
Childhood 21753, 22025.
Childhood Needs 22470.
Childrens Books 32887.
Classroom Arrangement 10948, 11116.
Classroom Furniture 10948.
Clinical Diagnosis 10578, 11251, 20049, 22139.
Closed Circuit Television 11116, 30373.
Cognitive Development 10578, 32912.
College Programs 10451, 22197.
Colorado 21753.
Communication Problems 11071, 20315, 22197.
Communication Skills 20303, 21417, 22139, 22362, 22470, 33166.
Communication (Thought Transfer) 10646, 20303, 20351, 30085, 30337.
Community Programs 11251, 20049.
Comprehension 32279.
Computer Assisted Instruction 30057, 30423, 33198.
Computer Science Education 10608.
Concept Formation 23466.
Conference Reports 10578, 21115, 21309, 22197, 22793, 30073-30074, 30373, 33192, 33198.
Cooperative Programs 11251.
Counseling 10928, 20049, 20840, 21473, 22139, 22362.
Cued Speech 20303.
Curriculm 10023, 10537, 11188, 21309, 23018, 30057.
Curriculum Development 22197.
Curriculum Evaluation 10418.
Curriculum Guides 10023, 30147, 32887.
Day Schools 11251.
Deaf 10023, 10084, 10128, 10171, 10247, 10392, 10397, 10451, 10537-10538, 10608, 10646, 10928, 10948, 11071, 11116, 11188, 11371, 11519, 11919, 20351, 22139, 22187, 22722, 30073-30074, 30085, 31484.
Demography 11251.
Design Needs 10948.
Diagnostic Tests 20315, 20351.

Discrimination Learning 10608.
Early Childhood Education 10084, 10392, 11952, 22738, 30258, 21578.
Educational Background 22139.
Educational Diagnosis 10578.
Educational Facilities 10948, 11116.
Educational Methods 22139, 22841, 23018, 23466.
Educational Needs 10451, 10578, 11071, 11251.
Educational Objectives 21455.
Educational Planning 10948, 21753, 22841.
Educational Practice 31826.
Educational Programs 10451, 10578, 21473, 22025, 22139, 31209.
Educational Specifications 10948, 11116.
Educational Technology 10247, 10948, 11116, 21699, 22187, 30073-30074, 30423, 33198.
Educational Television 10608, 11116, 21455, 30073-30074, 30373.
Educational Trends 21115, 21309.
Electronic Equipment 21455, 21699.
Elementary Education 10451.
Elementary School Students 33166.
Emotional Problems 11071, 20049.
Emotionally Disturbed 20840.
Employer Attitudes 22673.
Employment 20049, 22673.
Employment Opportunities 21115, 22673.
Employment Potential 22673.
Environmental Design 10948.
Environmental Influences 20840.
Equipment 10418, 11116, 11330, 22187.
Equipment Evaluation 11996.
Equipment Utilization 21455, 30074.
Etiology 10171, 10578, 11071, 21473
Evaluation 10928.
Evaluation Methods 20315.
Exceptional Child Education 10023, 10084, 10171, 10247, 10392, 10397, 10418, 10451, 10537-10538, 10608, 10948, 11071, 11116, 11188, 11251, 11330, 11371, 11919, 11952, 20303, 20351, 21115, 21309, 21455, 21466, 21472-21473, 21699, 21753, 22025, 22139, 22187, 22841, 23018, 23466, 30057, 30073-30074, 30085, 30113, 30147, 30258, 30337, 30373, 30423, 30528, 30773, 30775, 31137, 31140, 31209, 31349, 31484, 31577-31578, 31580, 31826, 32132, 32279, 32456, 32821, 32887, 32912, 32997, 33166, 33179, 33192, 33198, 33216, 33237, 33241. Exceptional Child Research 10128, 10578, 10646, 10928, 11519, 22722, 22738.
Exceptional Child Services 11996, 20049, 20315, 20840, 21008, 21417, 22362, 22793.
Expectation 22470.
Expressive Language 10023.
Facilities 10948.
Family Enviroment 10171.
Family (Sociological Unit) 20049, 20840.
Films 10247, 10608, 22187.
Financial Support 11071.
Finger Spelling 10646, 22139, 30085, 30337.
Followup Studies 10646, 31578.
Gallaudet College 10451.
Genetics 20049.
Graphic Arts 21309.
Group Discussion 10928.
Group Therapy 20840.
Guidelines 10023, 23018.
HEAR Foundation 10128.
Hard of Hearing 10397, 10418, 10537, 11371, 11919, 30258.
Hearing Aids 10128, 10171, 10247, 10397, 11371, 11919, 21008, 21473, 21699, 22722, 30337, 31349, 31484.
Hearing Clinics 21753.
Hearing Conservation 21008.
Hearing Education Through Auditory Research Foundation 10128.
Hearing Loss 22722.
Hearing Therapy 10928, 20315.
Historical Reviews 20351, 22841, 30528, 31826.
Home Economics 21309.
Home Instruction 10538, 21472.
Identification 11251, 11371, 20351, 21473, 21753, 22025.
Incidence 11251.
Independent Study 11188.
Individual Characteristics 10538.
Individualized Instruction 10418, 30423.
Industrial Arts 21309.
Industry 22673.
Infancy 22722, 22738.
Infants 10128, 10538, 10578, 11371.
Information Utilization 11330.
Inservice Teacher Education 11330, 22187, 30775.
Institutes (Training Programs) 21466.
Institutionalized (Persons) 20840.
Instructional Improvement 21115, 21309.
Instructional Materials 10247, 10392, 10418, 10608, 11188, 32887, 33166.
Instructional Materials Centers 11330, 22187, 30373, 30773.
Instructional Media 10247, 11330, 30057, 30074, 30373, 30423, 30773.
Instructional Technology. See Educational Technology.
Intelligence Tests 10171, 21417, 31577.
Intermediate Grades 11188.
Job Placement 22673, 32821.
John Tracy Clinic 11519.
Junior High School Students 31209.
Language Ability 10023, 10084, 10397, 10538, 10646, 11952, 20303, 30085.
Language Arts 10247, 11952, 33216.
Language Development 10023, 10084, 10171, 10397, 10418, 10537-10538, 10646, 10928, 11371, 11519, 11919, 20049 20303, 20351, 21472-21473, 22139, 22722, 22738, 30113, 30258, 33166, 33216, 33237.
Language Handicapped 11071, 21472, 30113.
Language Handicaps 10023, 10646, 22025.
Language Instruction 10023, 10084, 10171, 10608, 11519, 11952, 20351, 23466, 33216.
Leadership Training 33192.
Learning Activities 10084, 10171, 10392.
Learning Characteristics 10578.
Learning Theories 10608, 30057.
Legislation 11071.
Lesson Plans 10084, 32997.
Lexington School for the Deaf 10392.
Libraries 22187, 30057.
Library Services 11330.
Lighting 10948.
Lipreading 10084, 10171, 10397, 10418, 10608, 20303, 20351, 22139, 30258, 30337, 31349, 32997.
Listening Skills 10418, 30258.
Literature Reviews 32132.
Loop Induction Systems 21699.
Manual Communication 20049, 20303, 20351, 22139, 30085, 30337.
Material Development 22187.
Mathamatics 23018.
Media Specialists 22187.
Media Techonology 10247, 10608, 11116, 11330, 21455, 30773.
Medical Evaluation 10578.
Medical Research 10578.
Medical Treatment 10578, 11071.
Memory 21472, 31209.
Mental Health 11071, 20049, 22793.
Models 11116.
Motivation 21472.
Motivation Techniques 33166.
Multimedia Instruction 10948, 22187.
Multiply Handicapped 10418, 11071, 11996, 21473, 31209.
Music 32132.
National Programs 10451, 11116.
National Technical Institute for the Deaf 30073.
New York 31209.
Nursery Schools. See Early Childhood Education.
Occupations 11996.
Operant Conditioning 30057.
Oral Communication 10646, 11371, 11952, 20049, 20303, 20351, 30085, 32997, 33237.
Organizations (Groups) 20049.
Overhead Projectors 10247, 11996.
Parent Associations 33179.
Parent Attitudes 10928, 11519, 22470, 22722, 22738, 32456.
Parent Child Relationship 10084, 22470.
Parent Counseling 10397, 20840, 22841.
Parent Education 10084, 10928, 11371, 11519, 21455, 22470, 22722, 22738, 31484, 32279, 32456, 33179.
Parent Role 10084, 10397, 10538, 10928, 11371, 21472-21473, 22722, 22738, 30337, 31140, 31484, 31578, 31580, 32279, 33179, 33237.
Parent School Relationship 10171, 10537, 31578, 33179.
Pathology 10171, 10578.
Perception 31209.
Perceptual Motor Learning 22025.
Performance Tests 31577.
Personal Adjustment 11996, 22841, 31137.
Personality Assessment 21417.
Personnel 11116.
Personnel Evaluation 22197.
Phonetics 32997.
Photography 33166.
Physical Sciences 11188.
Polaroid Cameras 33166.
Post Secondary Education 10451.
Preschool Children 10084, 10128, 10392, 10538, 10928, 11251, 11371, 11519, 21699, 22025, 30258, 31140, 32912, 33241.
Preschool Programs 10451, 21473, 22722, 22738, 22841. See Also Early Childhood Education.
Prevocational Education 21115, 21309.
Primary Grades 11188, 32887.
Problem Solving 10608.
Professional Education 10537, 22197, 33192.
Professional Occupations 21008, 22197.
Professional Personnel 33192.
Program Budgeting 11116.
Program Descriptions 10023, 21466, 22139, 23018, 23466, 30775.
Program Development 21115, 22187.
Program Evaluation 11519, 21466.
Program Planning 11071, 22187, 30073.

Programed Instruction 10608, 11996, 21455, 21466, 30423, 33198, 33216.
Projection Equipment 11996.
Psychiatric Services 20840, 22362.
Psychiatry 20840, 22793.
Psycholinguistics 31484.
Psychological Evaluation 20315, 20840, 21417, 21473, 22139, 31577.
Psychological Needs 11071, 22841.
Psychological Tests 10537, 20315, 31577.
Psychomotor Skills 31209.
Psychotherapy 20315, 20840.
Public Affairs Education 21455.
Qualifications 11251.
Readiness (Mental) 10397.
Reading 10171, 10392, 10608.
Reading Materials 10392, 31140.
Reading Readiness 10084, 31140.
Records (Forms) 10084, 10171.
Regional Programs 10171, 11116.
Regular Class Placement 10171, 21473, 30775, 31137, 33241.
Rehabilitation 10538, 20315, 22362.
Rehabilitation Centers 11996.
Rehabilitation Programs 21008.
Religion 22793.
Remedial Programs 22025.
Research Needs 11071.
Research Projects 10247, 10451, 10538, 10608, 20049, 30373, 30773.
Residential Programs 31137.
Residential Schools 20840, 21753.
Resource Guides 21309, 32887.
Responsibility 10084.
Retarded Speech Development 21472.
Rochester Method 32912.
Schizophrenia 20840.
School Districts 11251.
School Role 33179.
School Services 22793.
Science Activities 11188.
Sciences 11188.
Scientific Concepts 11188.
Screening Tests 21008.
Secondary Education 10451, 11188.
Secondary School Students 31137.
Self Care Skills 22470.
Self Concept 22139.
Self Help Programs 31349.
Sensory Experience 10084.
Sentence Structure 23466, 33216.
Services 11071, 22470.
Sex Education 30147, 31580.
Sexuality 31580.
Sign Language 10646, 30085, 30337, 32912.
Social Adjustment 10171, 10537, 32912.
Social Problems 22841.
Social Work 22362, 22793.
Special Classes 11251.
Special Schools 30528.
Speech Clinics 11519.
Speech Evaluation 10397, 22139.
Speech Handicapped 11071, 21472, 22197, 30113, 33192.
Speech Improvement 20351, 30113, 31349.
Speech Instruction 10023, 10084, 10171, 10397, 10928, 20303, 20351.
Speech Pathology 10397, 22197.
Speech Skills 10397, 10537-10538, 30258, 30337.
Speech Tests 20351, 21008.
Speech Therapists 22197.
Speech Therapy 10418, 20351, 21472, 30113, 31349.
Staff Orientation 10928.
Standards 10537, 22197.
State Legislation 11251.
State Programs 11251, 20840, 21753.
Story Telling 31140.
Structural Analysis 10023, 23466.
Student Teacher Relationship 30775.
Stuttering 30113.
Summer Programs 21466.
Summer Schools 30775.
Supervisors 11251, 33192.
Surveys 30373.
Symbolic Learning 23466.
Symposia 30373.
Systems Analysis 10247, 11116.
Teacher Attitudes 21466.
Teacher Characteristics 10537.
Teacher Education 10451, 10537, 21455, 21466, 21473, 30775.
Teacher Evaluation 21466, 30773.
Teacher Qualifications 10537, 21115.
Teacher Role 21753, 30113.
Teacher Supervision 11251.
Teaching Guides 10084, 10392, 10397.
Teaching Machines 33198.
Teaching Methods 10128, 10171, 10247, 10392, 10538, 10608, 10646, 11188, 11371, 11519, 11919, 11952, 21472-21473, 30073-30074, 30423, 30528, 31484, 32912.
Team Teaching 30775.
Televised Instruction 30073-30074, 30373, 30773.
Television 11996, 30373.
Tennessee School for the Deaf 30073.
Test Validity 31577.
Testing 11919.
Testing Problems 21008, 31577.
Tracy Correspondence Course 10928.
Tutoring 10928, 11519.
Undergraduate Study 22197.
Verbal Ability 30337.
Verbal Communication 11952.
Video Tape Recordings 21455, 30074, 30373, 30773.
Visual Learning 10247, 10578.
Visual Stimuli 33166.
Visualization 21472.
Vocabulary 33216.
Vocabulary Development 11952.
Vocational Adjustment 20840.
Vocational Counseling 11996, 20049, 21115, 21309, 22139.
Vocational Education 11996, 21115, 21473, 22139, 22673, 32821.
Vocational Rehabilitation 11996, 20049, 21473, 22793.
Work Study Programs 32821.
Workshop for Improving Instruction of the Deaf 21115, 21309.
Workshops 30775.
World Federation of the Deaf 10538.
Writing Skills 11952.
Young Adults 21417.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have supplied the correct numbers.

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

*SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppeges, transportation embergoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
☐ TAX NUMBER _____				SUB-TOTAL	
☐ DEPOSIT ACCT. NUMBER _____				TAX	
☐ CHARGE (OVER $10.00) _____					
☐ CHECK NUMBER _____				TOTAL	

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

Orders are filled only from ED accession numbers. Titles are not checked. Please be sure you have listed the correct numbers.

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

*SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS

Detach Here

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

Detach Here

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

[redacted]

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

*SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

ERIC DOCUMENT REPRODUCTION SERVICE
LEASCO INFORMATION PRODUCTS, INC.

P.O. Drawer O, Bethesda, Md. 20014

ERIC REPORTS

ON-DEMAND ORDER BLANK

BILL TO: _____ SHIP TO: _____

PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

HOW TO ORDER

To order ERIC REPORTS include complete information for all order form items. Please print or type all information clearly.

1. Complete "bill to" and "ship to" addresses. Be sure to complete "ship to" address if different from "bill to". A like "ship to" address may be completed as "SAME". Include zip code.

2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

13. Quality warranty. LIPCO will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of LIPCO. Best available copy will be supplied.

Detach Here

ERIC DOCUMENT REPRODUCTION SERVICE is operated by Leasco Information Products, Inc. for the U.S. Office of Education.

[redacted]

AUTHORIZATION _____ DATE _____

TITLE OR DEPT. _____

*SUBJECT TO ALL TERMS AND CONDITIONS ON REVERSE SIDE OF THIS FORM.

MAKE ALL DRAFTS PAYABLE TO EDRS

PRICE LIST

Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

TERMS AND CONDITIONS

1. PRICE LIST

The prices set forth above may be changed without notice; however, any price change will be subject to the approval of the U.S. Office of Education Contracting Officer.

2. PAYMENT

The prices set forth above do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to LIPCO.

3. REPRODUCTION

Materials supplied hereunder may only be reproduced by not-for-profit educational institutions and organizations; provided however, that express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES

LIPCO shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay, (a) is due to events beyond the control of LIPCO including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppeges, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments, (b) is due to failures of performance of subcontractors beyond LIPCO's control and without negligence on the part of LIPCO, or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY

LIPCO's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall LIPCO be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY

LIPCO MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. CHANGES

No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of LIPCO.

8. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with LIPCO to pay any invoice when due or to accept any shipment as ordered, LIPCO may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.

b. No course of conduct nor any delay of LIPCO in exercising any right hereunder shall waive any rights of LIPCO or modify this Agreement.

9. GOVERNING LAW

This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.